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The Minford Schools received funds under Title III of the Elementary and Secondary Education Act for a pilot program in elementary counseling. In the school area, there was a high concentration of families receiving aid to dependent children (ADC), a high dropout rate, high teacher turnover, and traditional faculty orientation. Student awareness was stimulated through counselor visitations to the classroom, assemblies, career days, and the distribution of a guidance information booklet. Group meetings with teachers were held to discuss the objective of the program, the interpretation of test results, and special education placements. Contact with parents and community groups was made through newsletter articles, the local newspaper, Parent-Teacher Association meetings, and a radio interview with one of the counselors involved in the program. The guidance committee developed procedures for identifying potential dropouts in the fourth grade so that counselors could give extra assistance to those pupils. Evaluation of the study shows clearly that staff members, pupils, and parents have been receptive to elementary guidance. Recommendations by a consultant were that the counselor-pupil ratio be reduced to 1:500 as the program expanded. Materials for elementary guidance orientation programs and for identifying potential dropouts are appended. (CJ)

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ELEMENTARY PILOT PROJECT

Minford Elementary Schools

Superintendent of Schools
William L. Phillis

Guidance Counselor
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PREFACE

Because the Minford Schools did not have an elementary counseling program for the school system, application was made for a Pilot Project grant through the State Department of Education, Division of Guidance and Testing. The application was made and the grant was made July, 1968.

The grant made possible for an elementary counselor, Eugene Risner, to work the Minford Schools with his office set up in the main building. The grant made possible to set up a Guidance Committee composed of personnel from the teaching staff, Mrs. June Bihl, Mrs. Betty Brown, Mr. Donald Nourse, Mrs. Anna Pratt, and Mrs. Gwendolyn Skaggs. It was the responsibility of this committee to assist the counselor in the operation of guidance program as outlined by the objectives of the project grant. The greatest responsibility of the committee was to inform other teachers on the staff of our work. The committee also discussed ways of helping the guidance program and means of our program helping them.

The grant made possible to employ Dr. Mel Witmer, Ph.D. of Ohio University Guidance Department, as a consultant. Dr. Witmer was responsible for assistance as we needed him, to make monthly visits to our school, and to make himself available for consultation on a once a month visit at his office. The evaluation of the project including conclusions and recommendations of the program was assigned to Dr. Witmer.

Mrs. Phyllis Sparks was employed as secretary for the guidance office. Mrs. Sparks' responsibilities included all secretarial work encountered in the guidance department.

It is realized by the guidance counselor that a counseling program cannot function successfully without the assistance, cooperation, and support from many other persons. Other persons involved in the program, either directly or indirectly were greatly appreciated for their interest, support, and reactions to the program. An attempt to identify these persons will be made.

A word of appreciation is directed to Mr. Richard Howard, High School Guidance Counselor of the Minford Schools. Mr. Howard was of great assistance to our program. The principal of Minford High Schools, Mr. Clifford Jenkins and Mr. Bernard Bennett, Elementary Principal, were of great help in our program. The assistance and cooperation on their part was greatly appreciated. The faculty of Minford Elementary School is to be commended for their cooperation and assistance in the project. The cooperation and support of Mr. Wm. L. Phillis, Superintendent of Minford Schools, was appreciated. A word of appreciation is also in order for the student body of Minford Schools, parents in the area, and the community of Minford. Support of all mentioned was sensed greatly.

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I. NEED FOR AN ELEMENTARY GUIDANCE PROGRAM

Minford Local Schools serve approximately 1600 students in grades kindergarten through twelve. Five buildings house the elementary students. Four of the buildings serve fewer than 100 elementary students each, while one building serves about 450 elementary pupils.

Scioto County has the highest drop out rate of any county in the state. Minford, like the rest of the county, has its chronic educational problems. Also, Minford has a high concentration of students from families on A.D.C. and other minimum subsistance programs. There are over 200 school age children in the district on A.D.C. benefits alone.

The school district was recently awarded a Title III E.S.E.A. planning grant to study the non-graded program. A full time director has been employed and will engage all the elementary teachers in this study. Twelve of these teachers will work closely with the project on extra time basis.

Considering the high concentration of welfare subsistance families, high drop out rate, high teacher turnover, and the traditional orientation of faculty, and since the non-graded study has been initiated, the elementary pilot project was granted.

Upon receiving the grant and a counselor being employed, plans began to get underway. Six teachers were selected from applications to serve on a guidance committee to assist the Guidance Counselor in working the project. The committee served as a central core to help discuss and promote the guidance program among the faculty in our elementary schools. The committee met for a two hour period weekly and were asked to devote approximately three hours outside the meeting to guidance work of some kind. A consultant was employed from Ohio University to assist in the project.

II. PROJECT ACTIVITIES

A. DEVELOPING STUDENT READINESS FOR ELEMENTARY GUIDANCE

In order to develop student readiness for elementary guidance, several special programs were developed.

In the beginning of the school year, pupils became acquainted with the guidance program through visitations to the classrooms by the guidance counselor. The students were informed about the job of the guidance counselor and how he can be of assistance to each student.

Pupils who were considered to be eligible for special education were referred to the guidance counselor (See Appendix A). Many pupils did not understand this referral, because special education classes at Minford have been organized for only one year. The counselor explained to these students how they could be helped to achieve success in the classroom through this program if they were eligible.

After the pupil understood the meaning of special education, this process was followed-up with a pupil-parent conference. At this conference, the parents were informed of the referral and how the pupil would benefit from the placement in special education. The conference was closed with the parents giving permission to enter their child in special education.

The third grade and part of the second grade were given a Guidance Information Blank which contained 14 questions providing personal information which would be of help to the guidance counselor. (See Appendix A)

Also a booklet Guidelines for Students was given to all sixth, seventh, and eighth graders and to their parents. (See Appendix A) This was a booklet containing information regarding the services rendered to the pupils by the school guidance program.

Several visits were also made to various homes with the school attendance officer. During these visitations, the parents and the students were informed of their obligation to obtain an education and strive for the improvement of skills needed to obtain a good employment position after graduation. The families were also aided from discussions concerning needs of the family and of their child.

An orientation assembly was held for all eighth grade students who will be entering high school in the fall of 1968. From the use of a Curriculum Guide, the students were informed of the courses available and which courses should be included in their own individual curriculum. (See Appendix A) The students, selected by the guidance department and faculty, were present to represent each department of the school curriculum and give information about what they had studied and how the classes had been beneficial to each of them.

Eighth grade students and their parents were invited as special guests to a P.T.A. program. At this meeting, faculty members were introduced to the parents. A question-answer period concerning the school curriculum was used as a follow-up of the meeting.

Individual conferences with the eighth graders and their parents were arranged by appointment during the school day and during the evening hours. The students registered with the assistance of the guidance counselor. The parents' questions concerning their child's schedule were answered by the counselor.

A "Career Day" was also held for all pupils in grades 3 - 12. Preceeding this day, the pupils were given two forms which were listings of various jobs and occupations. (See Appendix A) On the first form, the pupils chose five of their favorite occupations. The second form was a follow-up questionnaire from which the students were placed in sessions corresponding to their own interests. Twenty-five representatives of the business and occupational world were introduced at the first period assembly. The pupils then went to four sessions which lasted about one hour per session.

B. DEVELOPING TEACHER READINESS FOR ELEMENTARY GUIDANCE

Serving as a core for teacher readiness a committee of six teachers were selected. These teachers devoted extra time to the guidance program. They worked closely with both the guidance counselor and classroom teachers. In addition these teachers were responsible for visiting school systems having elementary guidance programs. The teachers were to report both to the guidance committee and to the elementary teachers.

To better inform the elementary teachers about the guidance program and to develop teacher readiness for this program, visitations to school systems with elementary guidance programs were organized. All teachers participated in these visitations. Some of the school systems visited were also initiating a guidance program while other systems had long organized guidance programs. These visitations helped the teachers to see the full scope of the guidance program in relation to the wide range of activities and objectives.

Faculty meetings were organized to discuss the guidance program. The first meeting was an orientation meeting at which the guidance counselor was introduced. He discussed some of his objectives in organizing the program, and answered questions concerning the teacher's role in the guidance program. A referral system was discussed through which the teacher could channel requests, etc. At the next meeting a filmstrip "As They Grow" explained the need for guidance in the elementary system. The film showed the different growth rates of children, the many problems facing elementary children and the role of the teacher and counselor in aiding students in solving their own problems. Because of implementation of a special education program as well as the guidance program, our next meeting emphasized special education with a guest speaker from The Ohio State Department of Education. Our last faculty meeting was in the form of a workshop on understanding achievement test scores and I.Q. test scores, how to use these to spot strengths and weaknesses of the individual child, and how to read the profile results of the child.

To inform the teachers of the progression of the guidance program, bulletins were periodically issued. Teachers were given a copy of the "Guidance Activity Calendar" for the year. (See Appendix B) Teacher perception rating scales (see Appendix B) were distributed to aid the guidance department in measuring the attitude of the teachers toward guidance principles and practices and to attain a sampling of what the teachers felt should be included in the program.

Individual teacher conferences were held in which the guidance department assisted teachers, and problems within the individual classrooms were discussed. Library materials and information concerning the guidance program were made available for teacher reference.

Grade level meetings were held. One concerning the identification of the potential drop-out was held and instructions were given concerning the identification and the use of the check-list to determine the potential drop out. (See Appendix D) In another meeting test results in first grade were discussed in connection with the reading readiness program. These test results were used to determine if there were significant differences in readiness among those who had attended kindergarten and those who had not. As a result of the program it was determined that more differences existed in following directions than in answering the items correctly.

In the sixth grade a placement program was devised through the use of the California Achievement Test, the Ohio Survey Test, and teacher placement recommendation. These students were ability grouped for junior high. Conferences concerning these students and their placement were held with the individual sixth and seventh grade teachers. In addition grade level meetings were held in the junior high to discuss regrouping and grade placement.

C. DEVELOPING PARENT AND COMMUNITY READINESS FOR ELEMENTARY GUIDANCE

In order to make parents and the community aware of the need for a guidance program many articles were circulated and meetings were organized. Each month the guidance counselor published an article in the Minford Local Newsletter. An article was published in The Portsmouth Times to explain the importance of a guidance program in the elementary school. This article also contained the objectives of the program.

Dental health forms were sent to parents of second grade children who needed dental care. There was a follow-up made by the health nurse to determine how many children received the services recommended by the health nurse. (See Appendix C)

The guidance [illegible] developed a form to [illegible] to parents the results of the Ohio Survey Tests. (See Appendix C) This form was used by fourth, sixth, and eighth grade teachers in individual parent-teacher conferences. The purpose of this was to familiarize parents with the testing program and to help them understand the meaning of the results.

Six P.T.A. meetings were devoted to the guidance program. Films were shown, testing was discussed, and the needs of an elementary guidance program were presented. The counselor stressed the importance of a guidance program in order to decrease the drop out problem. Many of these same features were presented to the Scioto County Council by the guidance counselor. At this meeting he also included the objectives of the guidance program. (See appendix C) The guidance counselor also appeared on a twenty minute radio interview. Questions concerning elementary guidance, its needs, objectives, and development were presented to the listeners in the Scioto County area.

Numerous parent conferences were conducted by the guidance counselor. These conferences concerned testing, registration, placement in special education classes, and many other student-parent problems. The guidance counselor was available to meet with parents during evening hours by appointment. He always made it clear that they could call him any time a problem arose.

A rating scale was sent to parents to determine what perceptions they had concerning an elementary guidance program and to determine the areas they considered most important. (See Appendix C)

D. FUNCTIONS OF GUIDANCE IN TRADITIONAL AND NON-GRADED CLASS ORGANIZATION

Much work was done by the counselor, guidance committee, and director of the non-graded program to compare the functions of guidance in the traditional and non-graded class organization. Several visitation days were arranged as the one arranged for four of our teachers at the University Elementary School at Ohio University to discuss and see the guidance and non-graded programs. Upon their return to Minford, the committee of teachers visiting the school informed other teachers in our district of their visit. The same procedure was followed on each of the visitations made by our committee. On planning our visits, a member of the guidance committee accompanied a small group of elementary teachers from the local district.

Many conferences were held between the non-graded director and the counselor. Similar conferences were held consisting of members of our committee and other staff members as well as the counselor and other staff members.

As a result of the conferences and discussions held, conclusions were reached concerning the role of the elementary counselor in the non-graded class organization. The teachers involved and the counselor agree that the counselor should be the coordinator of the comprehensive testing program required for a non-graded program; however, it is not felt that the counselor should necessarily be required to administer all the tests. The counselor needs to be in close contact with all records and help in the placement of students in the non-graded school. The counselor is expected to perform the role as a consultant, coordinator, and counselor for individual students, much the same as in a traditional program.

E. IDENTIFYING THE POTENTIAL DROP OUT

This project was chosen because Scioto County has the highest drop out rate of any county in the state. Minford, like the rest of the county, has a severe drop out problem.

From our reading and observations, we feel that it is most important to identify the potential drop out as early as possible in his school career.

It was recognized that some children show definite tendencies toward becoming a drop out in the primary grades. Since most charts, tests, and other pertinent data gathering instruments were too difficult to be read and understood by younger children, our study is directed to the fourth graders in the school system.

The instruments used to gather information from and about the children were (See Appendix D):

1. Checklist of characteristics of the potential drop out.
2. Rating manual for human development.
3. Self-concept scale.
4. Sociometric inventory.

A chart was developed listing fifteen characteristics of a potential drop out. Each item was given a numerical value of 1 or 2 according to its importance.

Substitute teachers were employed to release participating teachers for an afternoon meeting with the guidance committee. The project was explained and the means of collecting necessary data were discussed.

The teachers were then asked to list all of his students on a potential drop out checklist and to evaluate each student on one item before going on to the next. The numbers were then totaled to learn which children were most apt to be drop outs. The thirty-five children with the most points were then rated by the teachers using a rating manual.

The teacher rated the children on a scale for each of the eleven behavioral traits. These traits were marked on a scale from 0 to 100. These scales were measured in millimeters to determine the extent to which the child possessed each trait. A sociometric inventory was administered to all classrooms having students listed among the thirty-five most likely to drop out of school. The next step was the use of a self-concept scale. This scale contained 80 questions to be answered _yes_ or _no_. If the child had difficulty reading any item, the teacher assisted him. By using the three instruments explained, a score was recorded on each of the thirty-five students, the counselor had a recorded score of his teacher's evaluation of the student, the student's evaluation of himself, and the peer evaluation of the student.

At this point, six students were randomly selected as the counseling group and six students were randomly chosen as a consulting group. Six students were then randomly chosen as a control group. The counseling group was to receive a series of 20 group counseling sessions. The control group was to receive no treatment at all. The consulting group was to receive special attention from the classroom teacher with the teacher working closely with the counselor.

After the decided time period was terminated, the same three instruments were used as post-tests. The results of the pre-test and post-test instruments were to be studied and analyzed.

However, time was a major factor on this part of our project. Because of our comprehensive testing program this year to make up for the lack of testing in preceeding years and the more intensive testing in the primary grades to assist in the placement of students in our new non-graded program, inadequate time was devoted to the two experimental groups.

Another problem arose because of one teacher who had students in the experimental group being granted a leave of absence. Comparison of data on the _Rating Manual for Human Development_ was not valid for pre-test and post-test analysis.

As a result of problems arising, only four sessions were held with the experimental group. The instruments were used as planned, but the counseling program and evaluations could not be completed.

F. OTHER SIGNIFICANT ACTIVITIES

Testing:

An important function of the elementary guidance counselor is co-ordinating an adequate testing program. Tests, scoring and recording the results must be fully explained to individual teachers and/or parents. In the local school situation testing was given a more important role.

Selection of students for special classes, placement of students in the non-graded program, and junior high curriculum planning necessitates a comprehensive testing program.

At the beginning of the 1967-68 school year many cumulative record cards contained no educational test data; therefore an extensive testing program was necessary to bring these folders up to date. It was necessary to administer tests this year that could ordinarily be spread over a three year period.

The first grade was given the Murphy-Durrell Reading Readiness test early in the school year. This spring the California Achievement Test (CAT) battery was used. The results of this test will be of value in determining the non-graded level at which a child can work best. The second graders were given the same battery to determine the level to which they would be assigned.

The California Test of Mental Maturity was given to students in grade three and the Henmon-Nelson to seventh grade students.as part of the planned testing program. Because of insufficient test records, the eighth graders were given the same test.

The Ohio Survey Test (OST) was given in grades 4,6, and 8. The sixth graders also were given the CAT battery. The results of these two tests plus teacher recommendation will be used to properly group seventh graders in the 1968-69 school year. Formerly these people were grouped solely on the basis of sixth grade teachers recommendations. For a time they were grouped according to their I.Q. or by results of the OST. None of these methods of grouping proved satisfactory. The use of Ohio Survey Test-Academic Ability, Ohio Survey Test-Achievement, CAT grade placement and the teachers recommendation gives a more comprehensive basis for grouping.

Eighth graders also were given the Kuder Interest Inventory. The scores on eighth grade tests aided the counselor in counseling the student on his course of study for high school.

In addition to these tests, children in all four sections of special education were given Otis or California Mental Maturity tests at the beginning of the year. Some of these children had not been tested because there was not a qualified person to test them. Some had been put in slow learning classes by the regular classroom teacher or by the parent just because they were having difficulty in the regular classroom.

In February and/or March all were given the California Test of Mental Maturity. In April they were given the California Achievement Test to see how much they had learned since being placed in special education.

Potential special education students referred by the classroom teachers for testing were given two tests, one in April and one in May. These tests were to determine if their I.Q. fell in the correct range (50-80 inclusive) to be placed in special education.

Other children were tested for Title I Reading Class. The California Reading Test was used, along with teacher referral, to select students for this program.

Health Services

Several of the health services were co-ordinated by school personnel. This entailed distributing referral slips for various agencies dealing with specific problems. The Lions' Club established a schedule of eye tests for 2nd, 4th, and 6th graders. All special education and reading students were included.

Results of speech and hearing, eye and dental health examinations were recorded in the child's health record, which is an important part of his cumulative folder. Speech and hearing problems were quite prevalent.

Occasionally children were in need of medical care during the school year. After the teacher and principal had talked to the parents and found they could not afford medical expenses, the cases were referred to the guidance counselor who contacted the proper agency for further diagnosis and treatment.

III. PROJECT EVALUATION

A. TEACHER PERCEPTIONS OF ELEMENTARY GUIDANCE

Problem

The purpose of this investigation was to determine whether changes in teacher perceptions of guidance would occur as a result of an elementary guidance program being initiated by a counselor and a guidance committee of six teachers. It was presumed that activities to develop teacher, student, parent and community readiness for guidance would result in changes in teacher perceptions of guidance principles and practices.

Procedures

An instrument developed by Witmer (1967) was used to measure changes in teacher perceptions of elementary guidance (See Appendix). This instrument, Rating Scale - Value of Non-Instructional Helping Principles and Practices, was administered to all elementary teachers in grades K - 8 in October and again in May. Thirty-two teachers responded in the pre-test and 28 in the post-test from a total of 36 teachers. The teachers were asked to rate the value (little or no value to extensive value) of the 60 guidance practices and 15 guidance principles for meeting the various needs of pupils in their grade and school in which they were teaching, even if they had not used the practice or principle.

A mean was calculated for each of the 75 items on the rating scale. Means of the pre-test and post-test were compared to determine whether changes were positive, negative, or zero.

Results

Table 1 indicates the changes in teacher ratings between October and May of the 1967-68 school year. Positive, negative, and zero changes are shown for each of the five sections of the rating scale, I to IV being guidance practices and V guidance principles.

Table 1

DIRECTIONAL CHANGES FOR TEACHER RATINGS ON THE VALUE OF THE GUIDANCE PRINCIPLES AND PRACTICES[a]

Section	No. Positive Changes	No. Negative Changes	No. Zero Changes	Total No. Items
I	13	1	3	17
II	9	1	3	13
III	12	2	2	16
IV	10	2	2	14
Total	44 (73%)	6 (10%)	10 (17%)	60
V	13 (87%)	0	2 (13%)	15
Grand Total	57 (76%)	6 (8%)	12 (16%)	75

[a] No test of significance was made. An item was considered "+" or "-" if there was a numerical difference when the values were rounded off to the nearest hundreth.

The greatest changes in a positive direction in teacher perceptions were indicated by the value attributed to the following guidance principles and practices:

Securing Information About Pupils

Administering achievement tests to the group to measure the scholastic progress or achievement level of each child.

Using such tools as self-rating scales, unfinished sentences or stories, and pictures as aids in discovering pupil aspirations, frustrations, home and school problems.

Testing new pupils transferring to the school without adequate ability and achievement test results.

Identifying the potential drop outs.

Using all available information in the cumulative record on each child in order to understand each child better.

Providing Information to Pupils Individually and in Groups

Using orientation activities to acquaint all children with school purposes, rules, facilities, and services of staff members.

Orienting pupils to the next grade or school by group discussion or visits.

Interpreting to each individual pupil his achievement test results.

Discussing with a class group their future vocational interests and/or opportunities.

Assisting Pupils and Parents Individually and in Groups

Giving or making provisions for individual or small group work in subject areas for children who are emotionally and socially maladjusted.

Using play activities and/or art work for tension release values with children in group sessions.

Conducting individual parent conferences to discuss the academic progress of the child in school.

Conducting individual conferences with parents of exceptional children (gifted, slow learners, handicapped, etc.) to discuss personal needs, curriculum experiences, or possible referral.

Working with Other School Personnel, Parents and Community

Making referrals to or holding consultations with another member of the staff for further evaluation of a pupil's needs or problems and planning a preventive, developmental, or remedial course of action.

Recommending curriculum changes as a result of analysis of pupil achievements and needs.

Meeting with parent groups to acquaint them with the school staff and various aspects of the school program.

Using Principles of Learning Which Have Personal Value and Meaning to Pupils

Serving the role of a team worker and resource person in the classroom in addition to the conventional role of information-giver.

Providing satisfying emotional content by gearing learning to the interests of children so that feelings arouse, sustain, and direct thinking.

Conclusions

1. As measured by the rating scale, changes in teacher perceptions did occur in the value they attributed to the guidance principles and practices. At the end of the year the elementary teachers rates 76 per cent of the guidance principles and practices as having greater value, 8 per cent having less value, and 16 per cent having no change since the beginning of the school year.

2. It appears that teachers gained a greater appreciation for (a)the use and interpretation of test results as well as other data in the cumulative record, (b)the necessity for identifying potential drop outs, (c)the need for educational and vocational orientation of pupils, (d)the importance of conducting individual conferences with parents of normal and exceptional children, and (e)the help available through making referrals to or holding consultations with another member of the staff about a pupil's needs or problems.

3. The teachers seem to be giving more value to motivational aspects of learning and involving pupils to a greater extent in the learning process through the teacher functioning as a team worker and resource person in the classroom in addition to the conventional role of information-giver.

References

Witmer, J. M. The use, value, and improvement of certain guidance principles and practices as perceived by teachers in the elementary schools of Florida. Unpublished doctoral dissertation, Florida State University, 1967.

8. PARENT PERCEPTIONS OF ELEMENTARY GUIDANCE

Problem

The purpose of this investigation was to determine whether changes in parent perceptions of guidance would occur as a result of an elementary guidance program being initiated by a counselor and a guidance committee of six teachers. It was presumed that activities to develop teacher, student, parent and community readiness for guidance would result in changes in teacher perceptions of guidance principles and practices.

Procedures

A guidance committee of six elementary teachers and a counselor revised an instrument which was developed by Witmer (1967) to measure teacher perceptions of guidance principles and practices (See Appendix). Some items were deleted and others were revised so that parents could adequately respond to the instrument. The revised instrument Parent Rating Scale - Value of Non-Instructional Helping Principles and Practices, was sent home to parents of second and fourth grade children. Sixty parents responded in the pre-test in November and 42 responded in the post-test in May. The parents were asked to rate the value (little or no value to extensive value) of the 33 guidance practices and 14 guidance principles for meeting the various needs of children who were the same age as their own children in elementary school.

A mean was calculated for each of the 47 items on the rating scale. Means of the pre-test and post-test were compared to determine whether changes were positive, negative, or zero.

Results

Any results from this data must be interpreted in the context of several limitations. The proportion of returns in both testings was rather small. Secondly, the parents responding on the two occasions were not all the same parents.

Table 2 indicates the changes in parent ratings between November and May of the 1967-68 school year. Positive, negative, and zero changes are shown for each of the five sections of the parent rating scale, I to IV being guidance practices and V guidance principles.

TABLE 2

DIRECTIONAL CHANGES FOR PARENT RATINGS ON THE VALUE OF THE GUIDANCE PRINCIPLES AND PRACTICES[a]

Section	No. Positive Changes	No. Negative Changes	No. Zero Changes	Total No, Itèms
I	7	3	0	10
II	6	4	0	10
III	6	1	0	7
IV	5	0	1	6
Total	24 (73%)	8 (24%)	1 (3%)	33
V	10	4	0	14
Grand Total	34 (72%)	12 (26%)	1 (2%)	47

[a] No test of significance was made. An item was considered "+" or "-" if there was a numerical difference when the values were rounded off to the nearest hundreth.

The greatest changes in a positive direction in parent perceptions were indicated by the value attributed to the following guidance principles and practices:

Securing Information About Pupils

Visiting each child's home during the year to better understand the child.

Gathering information about family relationships, attitudes, and values through parent interviews at school.

Providing Information to Pupils Individually and in Groups

(NONE)

Assisting Pupils and Parents Individually and in Groups

Discuss with parent the effect of home and school on the child's life.

Working with Other School Personnel, Parents, and the Community

Meeting with other parents and teachers to get acquainted and to better understand the school program.

Study the social values of the community served by the school in regard to discipline, attitudes, and parent relationships in child-care.

Using Principles of Learning Which Have Personal Value and Meaning to the Child

Encouraging each pupil at his own level of development to share with his teacher the task of appraising his own school work.

Provide a balance of relaxation and activity to meet the needs of each child.

CONCLUSIONS

1. According to the parents who responded to the rating scale, there is some indication that parents gained greater appreciation for the guidance principles and practices during the year. At the end of the year the parents rated 72 percent of the guidance principles and practices as having greater value, 26 per cent having less value, and 2 per cent having no change since the early part of the school year.

2. It appears that parents gained a greater appreciation for (a)efforts by the school to gain more information about their children, (b)parent-teacher conferences which interpreted the influence of the home and school upon the child, (c)involving the child in an appraisal of his own work, and (d)providing a balance of work and play in the life of the child.

References

Wittmer, J. M. The use, value, and improvement of certain guidance principles and practices as perceived by teachers in the elementary schools of Florida. Unpublished doctoral dissertation, Florida State Univ., 1967.

C. PERSONAL EVALUATIONS BY THE COUNSELOR AND TEACHERS

Counselor

Although many unforseen problems were discovered, the guidance program was built on a rather sound foundation. The selection of students for special education at the beginning of the year, no organized record system, an inadequate testing program, etc. all added to work of the program. It seemed that much had to be done before the guidance and counseling program could be started.

I was most happy with the staff's acceptance of the program at Minford Schools. Although many of the teachers can see in only a small way any help the counselor has given them, they accepted the program feeling when past work was completed, they would benefit from the program. The faculty meetings on guidance were most encouraging to me because of their interest and favorable comments following the meetings. The two ideas that gained most acceptance was that the school and child's growing up is more than classroom materials, and that test scores of achievement and ability can be useful if used correctly. I felt the guidance committee did a great amount of work in selling the faculty on elementary guidance. Much credit is due to them.

The parents seemed to be receptive to the program. Many parents came in on many different occasions and expressed their views on the program. "It seems they have never had anyone that had the time to listen to them", as many parents explained it.

I was happier with the students acceptance of the program than any other group. The eighth grade especially kept my office quite busy during the study-hall periods. They also were quite happy to have a person with time to talk to them.

I feel most of the needed "catch-up" work was completed this year, and that Minford is in good shape to build a guidance program. I feel all concerned are most receptive and will cooperate in the fullest to the developing of this program.

Teachers

a. I feel that being a member of the guidance committee was an enriching experience because it increased my understanding of the guidance profession. During the weekly meetings many new facets of guidance were discussed. I learned that a guidance program included much more than testing. As a result of these experiences, I was better qualified to discuss the role of the counselor with parents and teachers. I feel that the program was effective because we provided information to many parents and teachers. Elementary guidance was new to the district therefore it needed to be sold to the public. Perhaps the weakness of the study lies in the fact that we had more to cover than time allowed.

b. The guidance program at Minford this year has increased my understanding of tests and how to use test results in the classroom.

The Achievement tests show weak areas in which the child needs additional work.

I have learned that I.Q. tests are really the child's I.Q. in many areas, and that more than one test is necessary to reach an understanding of the child's abilities or difficulties.

I believe that every teacher should be required to take one or two courses in kinds of tests, understanding test results, and how to use the results in the classroom to help the child.

I understand that the guidance program is much more than just testing, and that it is very important in any school system.

c. After working on this project, I realize that the role of a school guidance program is a necessity to a successful school curriculum. Many instruments must be applied by teachers and guidance personnel to recognize student needs and to provide necessary solutions. These needs must be met to keep the child from becoming a potential drop out.

I feel that my teaching attitude and procedures will be more beneficial to the students because of the knowledge gained from working on this program.

d. In general, I felt working with the guidance counselor and the committee on implementing a guidance program was beneficial to me. I think that it helped me to better understand the role of the guidance counselor and the importance of elementary guidance. I was especially interested in the potential drop out study. I thought it amazing how many surveys and studies emphasized the early elementary level as the point when drop out characteristics began to become evident. I was sorry that time did not allow further research and study in this area. I feel that working on this committee has broadened my concept concerning guidance. I no longer think of the counselor as someone who gives tests and records results. This work has also helped me to feel better qualified to work with the students who have minor adjustment problems in my classroom. It has also increased my awareness of the many conflicting elements acting upon my students.

I would like to see the potential drop out study continued in following years. One of the major disadvantages this year was the amount of work to be done and inadequate time to accomplish everything. I think that several of our objectives could have taken the entire year.

e. The past year has been most rewarding. I have been interested in the guidance program for some time, hence I was eager to be a part of this study! I was surprised to find that not all teachers feel as I do about the need for a guidance program in the elementary school.

It was a challenge to me to talk with teachers and explain our program, and to answer questions about functions of an elementary guidance counselor. It has been rewarding to see teachers, parents and children respond favorably to this study and to realize that the counselor's duties are to assist the teachers with special problems they are not trained to deal with.

Through this study I was afforded an opportunity to visit in other school systems where the elementary guidance program is well established and to better understand the many advantages of a guidance program.

I feel that I can be a better teacher than before because I understand the use of testing programs, the value of several test scores and of I.Q.'s in different areas.

The study this year has intensified my interest in counseling, has emphasized the importance of a guidance program from early primary through high school.

IV. SUMMARY AND CONCLUSIONS

by J. Melvin Witmer, Assistant Professor, Ohio University

Developing Student Readiness for Elementary Guidance

1. Initially students were made aware of the elementary guidance program through frequent classroom visitations by the counselor to acquaint them with his role and major responsibilities.
2. Educational information was provided to eighth grade students in an assembly to orient them to the curriculum programs and extra-curricular activities in high school. Senior students were responsible for presenting this information. At an evening meeting for eighth grade students and their parents, faculty members discussed the various curriculum areas.
3. Vocational information was provided to eighth grade students through a Career Day in which 25 career areas were represented by persons from business, industry, the trades, professions, and military service. The day began with a general assembly followed by four career sessions. A follow-up evaluation resulted in a very favorable response which revealed student enthusiasm and satisfaction with the program.
4. Student awareness was facilitated through written materials such as a general guidance information booklet and a curriculum guide prepared to assist eighth grade students in curriculum planning, course selection, and registration.
5. Assessment of student readiness and needs was obtained through a Guidance Information Blank which the counselor used for inviting students to participate in a counseling session.
6. Individual conferences were held with students to assist them in becoming more aware of school programs that would provide them with optimal opportunity for meeting their own needs and interests, especially the special education program for slow learners who lacked self-understanding as well as understanding of the goals of the school.

Developing Teacher Readiness for Elementary Guidance

7. Central to the elementary guidance pilot project was the guidance committee of six elementary teachers chaired by the school counselor, director of the project. The committee worked as a group and individually on an average of four hours per week per committee member for planning, operational, and evaluative purposes. This committee served as the major liaison between

the project and the elementary teachers. A consultant from Ohio University met periodically with the committee and the counselor.

8. Total staff orientation to the guidance program was attempted through four group meetings. Objectives of the program, the need for elementary guidance scoring and interpretation of test results, and screening and placement problems in special education were discussed.
9. Communication of the guidance program and activities was maintained with the teachers through written bulletins. Teachers were kept informed in this manner on special projects such as the fourth grade drop out project. the testing schedule and guidance activities for the year were given to the teachers.
10. Referral procedures between the teachers and the counselor were established. Although a written form was developed by the counselor, most of the referrals were made orally by the teacher. A large percentage of the referrals concerned recommendations for educational placement, primarily special education. Other teacher referrals included children who were having learning difficulties and behavior or adjustment problems.
11. Visitation to other schools was a major procedure for developing teacher understanding of elementary guidance. Members of the guidance committee accompanied other elementary teachers in school visitations to study established elementary guidance programs and also observe the operation of non graded elementary schools. Nearly all teachers participated in the visitation. One member of the guidance committee attended the Seventh Annual All Ohio Elementary School Guidance Conference in Cleveland.
12. Elementary guidance references were read by members of the guidance committee and shared with other staff members.
13. The counselor met with teachers by grade levels to discuss such matters as using test results to study the curriculum and the characteristics of potential drop outs.
14. The counselor devoted approximately one-fourth of his time in conference with teachers discussing learning disorders, behavior problems, and adjustment difficulties of children. Generally, whenever pupils were referred, consultations were held with teachers before and after pupil interviews.
15. An investigation was conducted to measure changes in teacher perceptions of guidance as a result of initiating an elementary guidance program. As measured by the rating scale, changes in teacher perceptions did [illegible]

the value they attributed to the guidance principles and practices. At the end of the year the elementary teachers rated 76 per cent of the guidance principles and practices as having greater value, 8 per cent having less value, and 16 per cent having no change since the beginning of the school year.

16. In the evaluation of teacher perceptions of elementary guidance, the teachers seemed to gain a greater appreciation for (a)the use and interpretation of test results as well as other data in the cumulative record, (b)the necessity for identifying potential drop outs, (c)the need for educational and vocational orientation of pupils, (d)the importance of conducting individual conferences with parents of normal and exceptional children, and (e)the help available through making referrals to or holding consultations with another member of the staff about a pupil's needs or problems.

Developing Parent and Community Readiness

17. Contact was made with parents and community groups through newsletter articles, the local newspaper, P.T.A. meetings, and a radio interview. A guidance information booklet was given to all eighth grade parents. Home visitations were made to interpret the concern of the school when a serious attendance problem existed. A meeting was held for all eighth grade parents to learn about the total educational program offered by the school.

18. Efforts were made to help parents of fourth and sixth grade students to understand test results through individual conferences and a profile sheet sent home to inform them of the results of the aptitude and achievement sections of the Ohio Survey Tests.

19. Approximately one eighth of the counselor's time was devoted to parent conferences. Evening conferences were held by appointment when no other time was convenient. Special efforts were made to interpret the special education program to parents who had children who were being considered for placement in this program.

20. An effort was made to evaluate changes in parent perceptions of guidance as a result of initiating an elementary guidance program. Although changes were indicated by the rating scale used, the results can be considered as only likely rather than certain because of the small sample of parents in the pre-test and post-test. There is some indication that the parents gained a greater appreciation for the guidance principles and practices [illegible] were [illegible]

and practices during the year. At the end of the year the parents rated 72 per cent of the guidance principles and practices as having greater value, 26 per cent having less value, and 2 per cent having no change since the early part of the school year.

21. The appraisal of parent perceptions also suggests that parents gained a greater appreciation for (a)efforts by the school to gain more information about their children, (b)parent-teacher conferences which interpreted the influence of the home and school upon the child, (c)involving the child in an appraisal of his own work, and (d)providing a balance of work and play in the life of the child.

Comparison of Guidance in the Graded and Non-graded Schools

22. The nature of elementary school guidance in a graded elementary school was compared to that in a non-graded school. Visitations were made by the committee members and teachers to schools with both types or organizations. Consultants spoke to the faculty on two occasions about the non-graded school. The school counselor held frequent discussions with the primary teachers and the director of the non-graded planning project.

Identifying Potential Drop outs in Fourth Grade

23. The elementary guidance committee developed procedures for identifying potential drop outs in fourth grade. A checklist of 15 characteristics was developed from their reading of the literature on drop outs. After each fourth grade pupil was rated by his teacher, the pupils were ranked from high to low on the basis of their potential for dropping out of school.

24. A second phase of the drop out project was to provide guidance assistance to these pupils most likely to drop out. An experimental research design was set up to try to assess changes in pupil attitudes and behavior. From the list of 140 pupils, 35 (25%) were chosen for the experiment and randomly assigned to three groups: (1) counseling group, (2) consulting group, and (3) control group. Pre-tests and post-tests were administered (self-concept scale, sociometric inventory, and teacher rating of behavior traits). Group counseling was provided to one group and consultation with teachers for those in the other group. Because the counselor's time was extremely limited and the counseling group had a change in teachers, no interpretation can be made of the data. Although no results can be shown, it is believed by those who participated in this project that this type of study warrants further efforts.

Uther Significant Guidance Activities

25. The testing program was expanded in grades K-8. Test data were needed for educational planning and placement, curriculum study, and individual reporting to pupils and parents for a better understanding of strengths and limitations.

26. A survey of the need for special pupil services in the district was coordinated by the counselor. Teachers were asked to identify the children with speech and hearing problems. The counselor also conducted a follow-up to a dental examination to determine which parents desired assistance through a dental clinic.'

V. Recommendations

by J. Melvin Witmer, Assistant Professor, Ohio University.

1. It is recommended that an elementary guidance committee become a standing committee of teachers and the school counselor. The functions of this committee would be to suggest guidelines for developing and improving the guidance program, serve as a liaison between the teachers and the guidance department, and provide continuous evaluation of the ongoing program.
2. Continuing efforts need to be made to interpret the guidance function in education to the parents, pupils, and school staff. Providing guidance services which meet the needs of these three groups is without a doubt the most effective way of communicating to others the value of guidance. Activities such as counseling with pupils, parent nights for test interpretation, and in-service meetings for teachers based on needs identified by them are examples of ways to help others understand the program.
3. In team teaching or a non-graded program, the school counselor should be a regular member of the team, meeting with the staff periodically to assist them in appraising and understanding the needs of the pupils. His interpretations of pupil data, standardized and non-standardized, should be used for placing pupils at a level where they can experience maximum success.
4. Through their participation in several surveys of the need for certain pupil personnel services, the counselor and the guidance committee identified the necessity for additional pupil services that are a part of the regular school program. It is recommended that such services as speech and hearing therapy be given high priority in the district's efforts to improve the total educational program.

5. The fourth grade drop out project should be repeated. This project should be a major focus for the next year. Two experimental groups and one control group might be randomly selected. Group counseling and teacher consultation could be the major treatment for the experimental groups. Care must be taken in using instruments which are appropriate for measuring changes hypothesized in the study.

6. As the pupil appraisal and placement services of guidance become adequate, the counselor might focus more on the counseling function, counseling with pupils individually and in small groups.

   At the primary level the emphasis might be placed upon consultation with teachers and parents with the goal of making education more meaningful and successful, particularly for the children who are culturally disadvantaged. Emphasis at this level needs to be upon developmental and preventive guidance which will facilitate learning and enhance individual development.

7. It is recommended that the teachers be invited to participate in a study of the role of the classroom teacher in elementary guidance.

   They might study their use of guidance principles and practices, the value of certain guidance principles and practices for meeting the varying needs of children, and/or how the use of guidance principles and practices might be improved by the teacher in collaboration with the pupil personnel team.

8. This evaluation shows clearly that members of the school staff, pupils, and parents have been receptive to elementary guidance. They have responded to the program initiated. The initiation of an organized guidance program coordinated by the school counselor has made a difference in the lives of children. It is recommended that a school counselor continue to be employed to direct the guidance effort. As the program is expanded at the elementary level an effort should be made to reduce the counselor-pupil ratio to 1:500.

APPENDICES

APPENDIX A

DEVELOPING STUDENT READINESS FOR ELEMENTARY GUIDANCE

COUNSELOR REFERRAL SLIP

Name of Student ______________________________ Grade ____________

Reason for referral ____

____

____

____

____

____

____

Guidance Information Blank

1. Do you know who the guidance counselor is?
2. If your teacher is busy and you have a problem who else could you talk to about it at school?
3. Do you like school?
4. Do you like the children in your room?
5. Do the children like you?
6. Do you think you have more trouble with your school work than the other children have?
7. Do you think your parents want you to get good grades?
8. Do you think your parents are happy with your work and grades at school?
9. Do you want to go to high school and graduate?
10. What do you want to be?
11. Would you tell the teacher if your eyes, ears or head hurt or if you cannot see the board?
12. Would you tell the teacher if you cannot hear the teacher?
13. Would you tell the teacher if something happens at home that is still bothering you when you come to school?

GUIDELINES

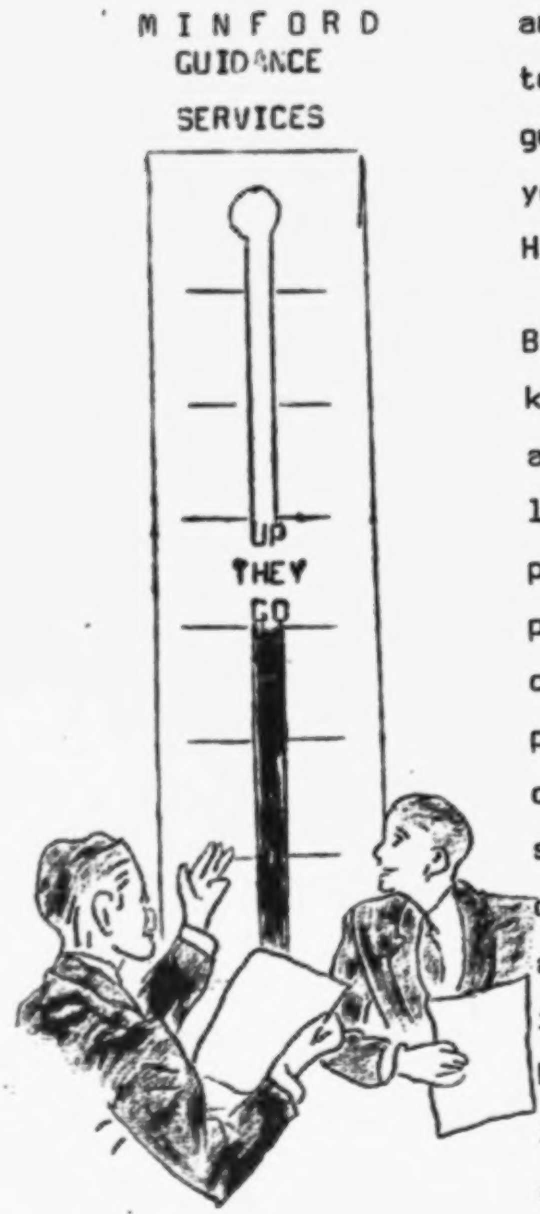
GUIDANCE DEPARTMENT
MINFORD HIGH SCHOOL

FORWARD

The position of guidance counselor is a relatively new development in American education. Most of the parents of the children in our schools did not have the services of a counselor when they were in school. Therefore, it is necessary from time to time to explain to parents and students what should be expected of a guidance counselor.

This booklet has been prepared specifically to inform students and their parents as to how the counselor can be of service to the students. *Students should* feel free to talk with the counselor several times during the school year.

William L. Phillis,
Local Superintendent



The purpose of this guidance and counseling booklet is to tell you something about the guidance services available to you as a student at Minford High School.

Before we tell you about the kinds of guidance services available to you, let's take a look at probably the most important part of the guidance program - the counselor. The counselor can be of great importance to you. It is the counselor who has the responsibility for providing you with counseling information, group activities and testing described in the various sections of this booklet. While the counselor is mainly interested in you, as a student, he also works with the teachers, administrators and parents in order to help you get the best education possible. The counselor is very interested in the total school program. Therefore, he conducts studies and research about the school, the students and the community. He hopes that the result will be a better education for you.

The counselor is specifically trained for his work. He usually has gone to college for 6 or 7 years and has a bachelor's and master's degree. The counselor has also been a teacher and has usually had work experience in business and industry. Finally and perhaps the most important characteristic of the school counselor is that he is sincerely interested in you as a student and your feelings about your present and your future.

WHO ARE YOUR COUNSELORS

There are two counselors in the Minford School system. Both can be found in the guidance offices on the main floor. This year Mr. Risner will be working with students in grades 1 through 8. If you are a 7th or 8th grader, you can see Mr. Risner during any period that you have study hall.

Mr. Howard will be counselor for students in grades 9 through 12. See Mr. Howard during the period that you have a study hall. He will be in the office all seven periods of the day.

COUNSELING

Counseling is probably the most important guidance service offered to you. WHAT IS COUNSELING? Counseling might be described as a chance for a private conversation with your school counselor. Counseling may take a few minutes, a period or several periods and may happen once or many times during the school year. A counseling session can take place anywhere but usually takes place in the counselor's office. The amount of time spent in counseling depends upon your particular need.

Counseling can help you understand yourself and your problems or concerns. It can also help you in making important decisions about your future. The counselor helps you by carefully listening to what you have to say. He helps to make your feelings more clear and less confused. The counselor may also suggest various alternatives to you concerning the solving of a problem. Of course, final decisions must be made by you. Your counselor will be there to assist you in making up your mind on the course of action that best suits you.

WHEN SHOULD YOU SEE YOUR COUNSELOR

You can see your counselor whenever you have something on your mind that you would like to talk over with him. The counselor will be glad to listen to what you have to say and remember, what you tell him will be kept strictly confidential. In other words, he won't tell anyone else anything that you have told him without permission.

In order to make you aware of just a few of the things you can talk to your counselor about, the following list of reasons for counseling have been put together:

1. If you would like counseling concerning your interests, see your counselor.
2. If you would like information about jobs, careers, the Minford High School Guidance Dept. has thousands of pieces of easy to read occupational information about jobs ranging from mechanics to nuclear scientists.
3. If you would like information about courses, scheduling, graduation requirements and school work, see your counselor.
4. You can feel free to see your counselor if you don't feel life is worthwhile. If you feel blue or down in the dumps, talk it over with your counselor.
5. If you want to know how you did on a test, drop in to see your counselor.
6. If you are having troubles with your grades, see your counselor.
7. If you and your folks are not getting along, drop in to see your counselor.
8. If you find yourself always getting into arguments with your brothers, sisters or schoolmates, why not see your counselor.
9. If you have gotten into difficulties concerning sex and you're afraid to tell anyone, see your counselor. Remember, what you tell him will be strictly confidential.

10. If you feel tired and dragged out all of the time, your counselor will be glad to assist you.

11. If you've broken the law and you're afraid to talk about it, your counselor will discuss your problem with you in private. Remember--he won't tell anyone else what you have told him unless you give your permission.

12. If you have a physical problem (trouble hearing or seeing the blackboard) see your counselor.

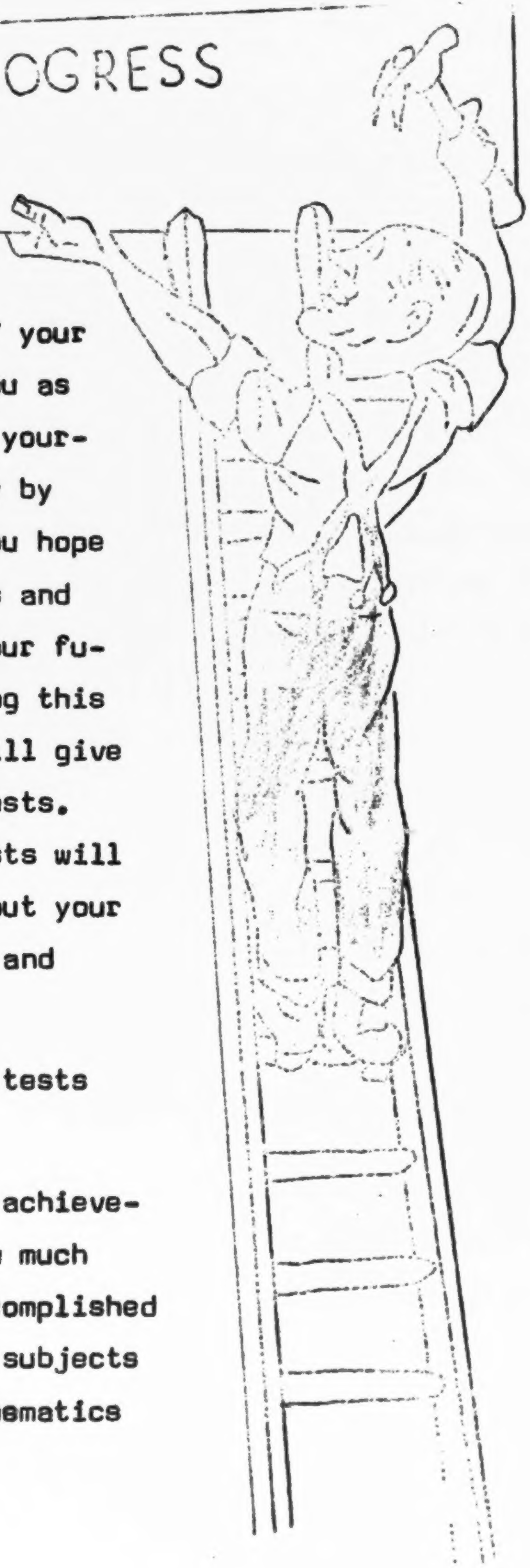
13. If you don't have enough to eat at home or if you don't have the proper clothes to wear, see your counselor, he may be able to help you.

14. If you are interested in going to college or trade school, feel free to drop into your counselor's office. He has catalogs for every school you might be interested in.

15. If you want to go to college, business school, mechanics school, etc., and your family can't help you pay your way, see your counselor for information about scholarships, loans, etc.

The above reasons for going to see your counselor are just a few examples. You should see your counselor whenever you have something you want to discuss with him. Remember, whether you are in trouble or not, your counselor is always there to serve YOU.

TESTING IN PROGRESS



One of the main aims of your counselor is to give you as much information about yourself as possible. Only by knowing yourself can you hope to make sucessful plans and decisions concerning your future. In order to bring this about your counselor will give you several kinds of tests. The result of these tests will give you some ideas about your strengths, weaknesses, and interests.

The following types of tests will be given to you:

ACHIEVEMENT TESTS - An achievement test shows you how much you have learned or accomplished in school in your main subjects such as: reading, mathematics and English.

APTITUDE TESTS - Aptitude tests will try to predict future performance of what you will be able to do if you are given the opportunity. There are two basic types of aptitude tests. One is the scholastic aptitude test, which tries to show how well you will be able to do in school work. A second type, the special aptitude test, indicates your possible ability in areas such as clerical, mechanical work and other types of work.

INVENTORIES - Another type of test is called an inventory. These tests can be used to measure interests, problem areas, etc.

SOME THINGS TO REMEMBER ABOUT TESTS

1. Test results are of little value to you unless they are properly explained. Your test results will be explained to you by your counselor so that you can understand what they mean.
2. The tests are not used to determine if you will pass or fail in your school subjects, but are used to help you and your teachers understand your strengths and weaknesses.
3. Remember--tests are given for your benefit and the results are confidential.
4. IN SUMMARY, tests can be very helpful to you in helping you understand who and what you are and where you are going. If you want to find out more about test results or about the testing program and how it can help you, simply see your counselor.

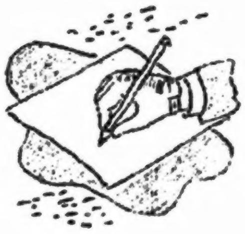
ACTUAL TESTS THAT WILL BE GIVEN AT MINFORD

Grade	TEST	TYPE
1	Metropolitan Reading Readiness	Reading Aptitude
1	California Achievement	Achievement
3	California Mental Maturity	Scholastic Aptitude
4	Ohio Survey Test	Scholastic Aptitude & Achievement
6	Ohio Survey Test	Scholastic Aptitude & Achievement
7	Henmon Nelson	Scholastic Aptitude
8	Ohio Survey Test	Scholastic Aptitude & Schievement
8	Kuder Preference	Interest Inventory
9	Otis Skinner	Scholastic Aptitude
9	General Aptitude Test Battery	General Ability
10	Ohio Survey Test	Scholastic Aptitude & Schievement
11	*National Merit Schlarship Test	Scholastic Aptitude
11	*Preliminary Scholastic Aptitude Test	Scholastic Aptitude
12	*American College Test	Scholastic Aptitude
12	*Scholastic Aptitude Test	Scholastic Aptitude

*These tests will be given only to those students interested in taking them.

Note: Other tests may be given to students individually by the counselor as needed.

YOUR CUMULATIVE FOLDER



Every student in our high school has a cumulative record. Whenever you see your counselor he will use your cumulative folder, which contains your records, to refresh his memory about your progress in school. This record contains many things about you, but is mainly concerned with your school activities and achievements.

Some of the things that are included in your record are your age, parents' names, address, grades earned in each subject in each grade, special test scores, health records and comments by teachers concerning your work in school.

Your cumulative record is kept in the office and is confidential in that it is used only by professional personnel. Your teachers often use it when they want to find out more about you so that they can provide you with a better education. The idea behind this is that the more teachers and counselors know about you, the easier it is for them to assist you in your school work.

Your cumulative record is the main record that the school has of you and it remains in the school throughout the school career of the student. When you leave the school, this record remains behind. This is the only thing left to tell about your school performance. Counselors, principals and teachers often use this record when they are asked to recommend a former student for a job or to an institution of higher learning. Therefore, this record is important to both you and your school. This is why much time is spent on keeping it as accurate and as up to date as possible.

STUDY HABITS

SCHOOL
PROGRESS
REPORT
MATH - F
ENG. - F
HEALTH- F

What is the most important course in junior and senior high school today? Some will say it is English, some will say it is math and others say science. All of the above subjects and others are very important, but there is something else you must know before you can learn any of these subjects and that is how to study effectively. If you cannot study effectively, almost all subjects in school can become difficult and tough to handle. Effective study habits are the tools you must use to learn to enjoy your school work. Bad study habits are like a broken down car; you can put a lot of enegery into it to get it going, but you don't get anywhere until you get it fixed.

Are your study habits effective? Are you getting the most out of the time you put into studying or do your study habits need repair or even a complete over-haul?

SUMMARY

There are some general steps that you take to begin to improve your study habits. You might begin by simply experimenting to discover new ways that will help reduce forgetting. If this doesn't appeal to you, it might be helpful to look for pamphlets or books that outline various methods on how to study. This is where your counselor comes into the picture. He has tips on studying, booklets, pamphlets and other aids that can get you on the right track. So, if you feel that you need information to help you in this area, a conference with the counselor could be very helpful in getting you started in the right direction.

IN SUMMARY, you can always be sure that your counselor will be more than ready to give you inforamation, help and guidance no matter what your reasons for counseling. Drop in to see him -- he will be more than happy to see you.

MINFORD HIGH SCHOOL
REGISTRATION
MANUAL

1968-1969

Dear Students and Parents:

We are approaching registration for all students from Grade 8 through Grade 11. This Registration Manual was prepared to assist you in selecting the courses which will meet your individual needs, whatever your future plans may be.

Your registration should be given careful consideration with your future goals in mind. Careless and inadequate planning could mean trouble later on. Choose all courses and classes carefully. Decide, if possible, what type of vocation you hope to pursue and then make inquiries as to what high school preparation is necessary for admittance into this field. Talking to people on the job, consulting the occupational file in the library, and talking with your counselor are helpful in deciding the high school preparation that will be needed.

Choose your subjects carefully because changes will be made only when a hardship makes it necessary. If you have any questions that are not answered satisfactorily, do not hesitate to come into or call the guidance office.

Respectfully,

Richard R. Howard,
Guidance Counselor

CLASSIFICATION BY GRADES

Promotion from the eighth grade is made on the basis of scholarship and fitness. Assignments to the grades of the senior high are based upon units of credits accumulated by the end of each year, as follows:

3 units are necessary for promotion to the tenth grade.
7 units are necessary for promotion to the eleventh grade.
11 units are necessary for promotion to the twelfth grade.

REQUIREMENTS FOR GRADUATION

The Minford Board of Education has raised the graduation requirements from 16 to 17 units. This requirement will begin with students entering the 10th grade in the 1968-69 school year. These students will graduate in 1971.

To graduate from Minford High School the following minimum standards must be met:

4 units.....English
3 units.....Social Studies
    World History or World Geography
    American History
    American Government
2 units.....Science
1 unit .....Math
1 unit .....Health and Physical Education
1 unit .....Home Ec. (Girls)
6 units.....Electives

The law requires satisfactory completion of American History, American-Government and Physical Education. World History and World Geography are required to meet the social studies requirements.

Physical education is required of each able bodied ninth and tenth grade student. Excuse is granted for a specified period of time upon advice in writing by a licensed physician. This excuse must be renewed each year.

Not more than one unit of the 17 units (or 16 units in the case of the 1969 and 1970 graduating class) may consist of quarter-unit credits.

STANDARD PUPIL LOAD

Each student in high school shall carry four full credit subjects. Freshmen and sophomores must enroll in physical education. Freshmen girls must enroll in Home Economics.

In addition to regular classwork, various opportunities present themselves for the student to engage in extra-curricular activities. The student should so discipline himself that he does not become overburdened by such activities. Participation in extra-curricular activities gives the student good social experiences that should help in future social situations. The following activities are open for student participation: National Honor Society, Girls Athletic Assoc., Boys Athletic Assoc., Future Homemakers of America, Bible Club, Library Club, Class Plays, Cheerleaders, M Club, Science Club, Baseball, Basketball, Football, Track and Field.

OTHER QUALIFICATIONS

Some courses stipulate that certain projects, reports, or other qualifications be achieved before credit is allowed. Some courses stipulate that certain fees be paid for participation in the course. The following is a schedule of fees:

High School Art	$ 4.00
Jr. High Art	3.00
Drivers Education	2.50
Home Economics	2.00
Typing	1.00
Vocational B.O.E.	3.00
Ind. Arts	3.00
Chemistry	2.50
Physics	1.00
Aerospace Education	15.00

These fees are needed to purchase supplies and to cover the cost of consumable materials used. Each student accepts responsibility of paying fees at registration.

AEROSPACE EDUCATION

Aerospace Education was a new innovation in our high school curriculum during the 1967-68 school year. The purpose of this program is to lead young people into an awareness of the potential which awaits them, if they decide to enter such a field after graduation from high school. The business of aviation and aeronautics employes more people than any other industrial group, and this number is increasing regularly. Minford High School's Aerospace Educational program is leading the way to provide students with an opportunity to become knowledgeable citizens of tommorrow's space age.

B.O.E.

The intensive program in Business and Office Education is developed for students who need depth training in skills and related areas of business and office education. The B.O.E. program has a block of time assigned to it; the reason for this is to teach in greater depth by integrating skills and related areas necessary to prepare a student for an office career. This is a two-year program, beginning in the 11th year of school. The 11th grade students will be assigned to a four (4) period block of time where they will study shorthand, business principles, and typing. They will continue this in the senior year with a block of five (5) periods consisting of shorthand, typing, business English, and business principles. Freshmen and Sophomores interested in business and office education should enroll in as many business subjects as possible during their first two years of high school.

VOCATIONAL HOME ECONOMICS

Vocational Home Economics is not only cooking and sewing. The duties of a homemaker do not stay within just these two areas. It is important that a girl learn about the other areas that will help her become a better wife, mother, homemaker and career girl. A few of these are: 1. Home management 2. Personal, family and community relations 3. Child Development 4. Foods, Nutrition, and Health 5. Clothing and textiles and related arts 6. Housing and home furnishings 7. Good grooming and special projects: The home projects by the students and home visits by the teachers are an integral part of the Vocational Home Ec. Program. These projects and visits help the teachers provide better learning experiences.

TYPES OF CURRICULA OFFERED

The curricula types suggested are generally agreed upon as wise choices. Close following of these suggestions will materially lessen the possibility of schedule conflicts, since courses are planned and scheduled according to their plan.

COLLEGE PREPARATORY:

The purpose of this course of study is to prepare the student to become a successful college candidate. This course chould not only meet the entrance requirements of colleges and universities, but should give the student an adequate background so that he will be successful if he applies his acquired knowledge and study skills.

COMMERCIAL:

This course of study is designed to help students acquire skills in typing, shorthand, the use of business machines, and experience in office practice.

GENERAL:

The purpose of the general course is to provide and organize an educational program for the students who are not planning to enter college or the commercial field. Their subjects will consist of general and basic information which will prepare them for jobs demanding this general and essential knowledge. Boys planning to farm, or work in industry, and girls who wish to become home-makers soon after they graduate should follow this course of study.

COLLEGE PREPARATORY INFORMATION"

Some colleges do not demand completion of specific courses of study as a requirement for entrance. It is advisable, however, to make inquiries at the school or training institutions of your choice to the ENTRANCE REQUIREMENTS. This type of information is also available in the guidance counselor's office.

As the minimum preparation it is advised that the student complete the following:

English	4 units
Foreign Language	2 units
Chemistry	1 or more units
Algebra and Plane Geometry	(both)
Biology	1 unit

College prep students are advised to take academic courses above the minimum so that they will be able to compete with students from other schools.

Engineering aspirants should accomplish all mathematics and science courses possible. A course in physics is required as well as advanced mathematics.

Chemistry I and II are recommended for all students who plan to follow medicine, nursing, pharmacy, or home economics as a career.

DETERMINE WHAT COURSES ARE REQUIRED BY THE SCHOOL OF YOUR CHOICE!

THE COURSES AND THE YEARS OF OFFERING

Following is a listing of the courses available at Minford High School according to the recommended year for enrollment.

The student is encouraged to acquaint himself with both the course offerings of the high school and the natural sequence of these courses.

REQUIRED SUBJECTS

NINTH		TENTH		ELEVENTH		TWELFTH	
Subject	Unit	Subject	Unit	Subject	Unit	Subject	Unit
English 9	1	English 10	1	English II	1	English 12 or	1
Basic Math or	1	World Geog. or	1	American History	1	Bus. Eng.	1
Algebra I	1	World Hist.	1			Government	1
P.E. & Health	½						
*Gen. Science	1						
*Biology	1						
**Home Ec. I	1½						

ELECTIVE SUBJECTS

NINTH		TENTH		ELEVENTH		TWELFTH	
Ind. Arts I	1	Ind. Arts 1,II	1	Ind. Arts I,II,III	1	Ind. Arts I,II	1
Gen. Bus.	1	Gen. Bus.	1	Algebra II	1	Ind. Arts, III,IV	1
Spanish I	1	Biology	1	Chem. I	1	Typing I,II	½
Bus. Arith.	1	Typing I	½	Typing I,II	½	Sec. Prac.	½
Art I	½	Bus. Arith.	1	Marriage & Family Living	1	Physics	1
		Home Ec. II	1½	Home Ec. II,III	1½	Marriage & Family Living	1
		Spanish I,II	1	Speech & Drama	1	Home Ec. III,IV	1½
		Cont. Lit.	1	Spanish I,II	1	Speech & Drama	1
		Art I	½	Bookkeeping I,II	1	Spanish II	1
		Art II	1	Biology	1	Cont. Lit.	1
		Bookkeeping I	1	Art I	½	Bookkeeping I,II	1
		Art Development	1	Art II,III	1	Senior Survey	1
		Plane Geom.	1	Home Design	1	Biology	1
		Aerospace Ed.	1	Aerospace Ed.	1	Art I	½
				Business & Office Education	3	Art II,III	1
				Bus. Law & Econ.	1	Home Design	1
				Art Development	1	Aerospace Ed.	1
						Business & Office Education	4
						Sr. Advanced Math	1
						Bus. Law & Econ.	1
						Art Development	1

Band, Mixed Chorus, and Glee Club may be taken in all grades. They are each ½ credit.

*Students must elect to take another science course during their 10th, 11th or 12th years to meet graduation requirements.

**Required of all 9th grade girls.

SCHEDULE SUGGESTIONS

The following are schedule suggestions for the course of study.

NINTH GRADE

College Prep:

Algebra I
English 9
Biology
Spanish I
Home Ec. I (girls)
P.E. & Health

General

Algebra I or
Gen. Math
English 9
Gen. Science or Biology
Home Ec. I (girls)
P.E. & Health

Commercial

Algebra I or
Bus. Math or Gen. Math
English 9
Gen. Bus.
P.E. & Health
Gen. Sc. or Biology
Home Ec. I (girls)

TENTH GRADE

English 10
Plane Geom.
Chem. I
Spanish II
World History
P.E. & Health

English 10
World Geog. or
World History
P.E. & Health

English 10
World Geog. or
World History
P.E. & Health
Typing I
Bookkeeping I

ELEVENTH GRADE

English II
Algebra II
Chemistry II
American history

English II
American History

English II
American History
Bus. & Office Ed. (girls)
Bookkeeping II
Typing II
Bus. Law & Econom

TWELFTH GRADE

English 12
Senior Adv. Math
Physics
Government

English 12
American History

Bus. Eng. or
English 12
Government
Bus. & Office Ed.

MINFORD HIGH SCHOOL REGISTRATION

This form is to be completed by the student and parents at the time of registration. All blanks must be completed for accurate school records.

Student's Name ______________________________ Sex M___F___
Last First Middle

Course of Study ______________________________

Address ______________________________ Grade ______

Date of Birth ____________________ No. Brothers ______ No. Sisters ______

Name of Parent or Guardian ______________________________

Address of Parent or Guardian ____________________ Phone ______

Parent ______ Divorced ______ Separated ______ Deceased ______

Occupation of Parent or Guardian --______________________________

Where Employed ____________________ Phone ______

Last School Attended ____________________ Address ______________

DO NOT WRITE IN SPACE BELOW!!

	Units	Courses		Units	Courses
1.			1.		
2.			2.		
3.			3.		
4.			4.		
5.			5.		
6.			6.		
7.			7.		
8.			8.		

MUST CARRY FOUR (4) ONE (1) CREDIT SUBJECTS:

THIS SCHEDULE MUST BE APPROVED BY YOUR GUIDANCE COUNSELOR AND YOUR PARENTS.

Counselor ______________________________

Parent or Guardian ______________________________

Dear Students:

The Minford Guidance Counselors are planning a "career conference" to enable our students to get more information concerning three or four of their occupational interests. It is important that students start early in picking an area in which they would like to do their life work and have as much information as possible before they make their final decision.

Attached lists include 80 occupational divisions which have been divided into 9 major occupational categories. You are to pick four occupational divisions in which you are interested by placing a "1" before your first choice, "2" before your second choice, "3" before your third choice, and a "4" before your fourth choice.

If you would like more information concerning an occupation before you mark your choices, information can be found in the occupational file in the school library.

Please return this list to your homeroom teacher by Monday, January 8.

Richard R. Howard

Eugene Risner

0 & 1 Professional, Technical &
Managerial Occu.

00
01 Architectural & Eng. Occu.

____ 001. Architects
____ 002. Aeronautical Engineers
____ 003. Electrical Engineers
____ 005. Civil Engineers
____ 006. Ceramic Engineers
____ 007. Mechanical Engineers
____ 008. Chemical Engineers
____ 010. Mining & Petroleum Eng.
____ 011. Metallurgists & Metallurgical Engineers
____ 012. Industrial Engineers
____ 013. Agricultural Engineers
____ 014. Marine Engineers
____ 017. Draftsmen
____ 018. Surveyors

02 Mathematical & Physical Science Occu.

____ 020. Mathematicians
____ 021. Astronomers
____ 022. Chemists
____ 023. Physicists
____ 024. Geologists
____ 025. Meteorologists

04 Life Science Occu.

____ 040 Agricultural Scientists
____ 041. Biological Scientists
____ 045. Psychologists

05 Social Science Occu.

____ 050. Economists
____ 051. Political Scientists
____ 052. Historians
____ 054. Sociologists
____ 055. Anthropologists

07 Medical & Health Related Occu.

____ 070. Physicians & Surgeons
____ 071. Osteopaths
____ 072. Dentists
____ 073. Veterinarians
____ 074. Pharmacists
____ 075. Registered Nurses
____ 077. Dietitians
____ 078. Medical & Dental Technologists.
____ 079. Other Medical Workers

09 Education Occu.

____ 090. College & University Educators
____ 091. Secondary School Educators
____ 092. Primary & Kindergarten Educators
____ 094. Educators of the Handicapped
____ 096. Home Economists & Farm Advisors
____ 097. Vocational Educators

10 Library, Museum & Archival Occu.

____ 100. Librarians

11 Legal Occu.

____ 110. - 119. Lawyers

12 Religious Occu.

____ 120. - 129. Clergymen

13. Writing Occu.

____ 130. - 132. Writers & Editors
____ 137. Interpreters & Translators

14. Art Occu.

____ 141. Commercial Artists
____ 142. Designers
____ 143. Photographers
____ 144. - 149. Painters

15 Entertainers & Recreation Occu.

____ 150. Actors & Directors
____ 151. Dancers
____ 152. Musicians
____ 153. Athletes & Related Workers

16 Administrative Occu.

____ 160. Accountants & Auditors
____ 161. Budget & Management Analysts
____ 162. - 162. Purchasing & Sales Mgrs.
____ 164. Advertising Managers
____ 165. Public Relations Managers
____ 166. Personnel Managers
____ 168. Inspectors & Investigators

18 Other Managerial Occu.

____ 180. - 184. Industrial & Communication Managers
____ 185. - 186. Business, Financial & Insurance Managers.
____ 187. - 189. Service & Related Industries Managers

Professional,
Technical & Managerial Occu.

____ 191. Other Agents & Appraisers
____ 193. - 194. Radio Operators & Sound Technicians
____ 195. Social & Welfare Workers
____ 196. Airplane Pilots & Navigators
____ 197. Ship Captains & Officers

2 Clerical & Sales Occu.

20 Stenography, Typing & Clerical Occu.

____ 201-202. Secretaries & Stenographers
____ 203. Typists
____ 204. - 206. Correspondence & File Clerks.
____ 207. - 208 Office-Machine Operators
____ 209. Other Stenographic & Typing Workers

21 Computing Occu.

____ 210. Bookkeepers
____ 211. - 212. Cashiers & Tellers
____ 213. Data-Processing - Equipment Operators
____ 214. - 217. Business Machine Operators
____ 219. Other Computing Occu. Workers

22 Material & Production Recording Occu.

____ 221. Production Clerks
____ 222. Shipping & Receiving Clerks
____ 223. - 229. Stock Clerks & Related Workers

23. Information & Message Distribution Occu.

____ 230. - 231. Office Msgrs. & Mail Clerks
____ 232. - 234. Postal & Related Workers
____ 237. - 239. Receptionists & Information Clerks

24 Other Clerical Occu.

____ 240. - 241. Collectors & Adjustors
____ 242. Hotel Clerks
____ 243. - 249. Other Clerical Workers

25 Sales-Services Occu.

____ 250. Real Estate & Insurance Salesmen
____ 251. - 259. Miscellaneous Services Salesmen

26 thru 28 Sales - Commodities Occu.
Inc. 260. - 289

29 Merchandising Occu.

____ 290. Sales Clerks
____ 291. - 293. Routemen & Canvassers
____ 294. Auctioneers
____ 296. Shoppers
____ 297. Demonstrators & Models
____ 298. - 299. Other Display Men & Merchandising Workers

3 Service Occu.

30 Domestic Service Occu. Inc.

____ 301. - 309

31 Food & Beverage Related Occu.

____ 310. - 312. Waiters
____ 313. - 315. Chefs & Cooks
____ 316 - 319 Other Food & Beverage Serv. Workers

32 Hotel & Related Service Occu.

____ 320. - 329. Hotel Workers

33 Barbering, Cosmetology & Related Occu.

____ 330. Barbers
____ 331. - 333. Manicurists & Cosmetologists
____ 334 - 339. Other Barbering, Cosmetology Workers

34 Amusement & Recreation Service Occu.

Inc. 340 - 349

35 Other Personal Service Occu.

____ 350. - 353. Hostesses, Stewards & Porters
____ 354. - 355. Hospital Attendants & Related Workers
____ 356. - 359. Other Personal Service Work

36 Apparel & Furnishings Services Occu.

____ 361. Laundry Workers
____ 362. - 364. Dry Cleaning Plant Workers
____ 365. - 369. Shoe Repairmen & Related Workers

37 Protective Service Occu.

____ 371. - 372. Guards & Watchmen
____ 373. Firemen
____ 375 - 377. Policemen & Detectives
____ 378. Military Servicemen
____ 379. Other Protective Service Workers

38 Building Service Occu. Inc.

____ 381. - 389

4 Farming, Fishery, Forestry & Related Occu.

40 Plant Farming Occu. Inc.
_____ 401. - 409.

41 Animal Farming Occu. Inc.
_____ 411. - 419

42 Other General Farming Occu. Inc.
_____ 421. - 429

43 Fishery & Related Occu. Inc.
_____ 431. - 439

44 Forestry Occu. Inc.
_____ 441. - 449

45 and 46 Other Hunting & Related Occu. Inc.
_____ 451. - 469.

5 Processing Occu.

50 Metal Processing Occu. Inc.
_____ 500. - 509

51 Ore Refining & Foundry Occu.
_____ 510. - 519.

52 Food & Tobacco Processing Occu. Inc.
_____ 520. - 529.

53 [illegible] Processing Occu. Inc.
_____ 530. - 539.

54 Oil, Coal & Gas Processing Occu. Inc.
_____ 540. - 549

55 Chemicals & Related Processing Occu. Inc.
_____ 550. - 559

56 thru 59 Miscellaneous Processing Occu.
_____ 560. - 599

6 Machine Trades Occu.

60 Metal Machining Occu.
_____ 600. Machinists
_____ 601. Toolmakers
_____ 602. - 609 Other Metal Machining Workers

61 Other Metalworking Occu. Inc.

_____ 610. - 619

62 and 63 Mechanics & Machinery Repair Occu.

_____ 620. Motorized Vehicle Mechanics
_____ 621. Aircraft Mechanics
_____ 622. - 623 Rail & Marine Equipment Mechanics
_____ 624. Farm Mechanics
_____ 625. Power Transmission Equipment Mechanics
_____ 626. - 632. Special Industry Machinery Mechanics
_____ 633. Business Machine Repairmen
_____ 637. - 639. Other Machinery Repai

64 Paperworking Occu. Inc.

_____ 640. - 649

65 Printing Occu.

_____ 650. Typesetters & Composers
_____ 651. - 652. Printing Press Operators
_____ 653. - 659. Other Printing Workers

66 Wood Machining Occu.

_____ 660. Cabinetmakers
_____ 661. Patternmakers
_____ 662. - 669 Other Wood Machining Work

67 Stone, Clay & Glass Machining Occu., Inc

_____ 6;0. - 679

68 Textile Machining Occu. Inc.

_____ 680. - 689.

69 Other Machine Trades Occu.

_____ 690. - 699.

7 Bench Work Occu.

70 Other Metal Products Mfg. & Repair Occu.

_____ 700. - 709

71 Precision Instrument Mfg. & Repair Occu.

_____ 710. - 711 Instrument Makers & Re
_____ 712. - 713 Medical & Dental Instrum Technicians/
_____ 714. Photographic Equipment Technici
_____ 715. - 719 Watch Makers & Other Instrument Tech.

72 Electrical Equipment Mfg. & Repair Occu.

_____ 720. Radio, TV & Phonograph Technici
_____ 721. - 729. Other Specialized Elec. Equipment Workers

73 Miscellaneous Mfg. & Repair Occu. Inc.

_____ 730. - 739.

74 Painting, Decorating & Related Occu. Inc.

_____ 740. - 749

[illegible] Products Mfg. & Repair Occu.

_____ 750. - 759

76 Wood Products Mfg. & Repair Occu.

_____ 760. - 769.

77 Stone, Clay & Glass Products Mfg. & Repair Occu.

_____ 770. - 779

78 Leather & Textiles Products Mfg. & Repair Occu.

_____ 780. Upholstering Workers
_____ 781. - 782 Textile & Leather Fabricating Workers
_____ 783. Fur Industry Workers
_____ 784. Hat & Glove Industry Workers
_____ 785. Tailors & Dressmakers
_____ 786. - 787. Sewing Machine Operators
_____ 788. - 789. Other Textile, Leather & Related Workers

8 Structural Work Occu.

80 Other Metal Fabricating Occu.

_____ 800. - 801 Riveters & Related Workers
_____ 804. Tinsmiths & Sheet Metal Workers
_____ 805. Boilermakers
_____ 806. - 809. Other Metal Fabricating Workers

81 Welding & Related Occu.
_____ 810. - 819.

82 Electrical Assembling Repairing Occu.

_____ 820. - 829.

84 Surface Covering Occu.

_____ 840. Painters, Construction
_____ 841. Paperhangers
_____ 842. Plasterers
_____ 843. - 849. Other Surface Covering Workers

85 Excavating, Grading & Paving Occu.

_____ 850. - 859.

86 Other Construction Occu.

_____ 860. Carpenters
_____ 861. Brickmasons & Tile Setters
_____ 862. Plumbers
_____ 863. Insulation Workers
_____ 864. Floor Layers & Finishers
_____ 865. Glaziers
_____ 866. Roofers
_____ 869. Other Construction Workers

9 Miscellaneous Occu.

90 Motor Freight Occu.

_____ 900. - 906. Truck Drivers
_____ 909. Other Motor Freight Workers

91 Other Transportation Occu.

_____ 910. Railroad Transportation Workers
_____ 911. Water Transportation Workers
_____ 912. Air Transportation Workers
_____ 913. Passenger Transportation Workers
_____ 915. - 919 Other Transportation Workers

92 Packaging & Materials Handling Occu.

_____ 920. - 929.

93 Minerals Extraction Occu.

_____ 930. - 939.

94 Logging Occu.

_____ 940. - 949/

95 Utilities Industries Occu.

_____ 950. - 951 Stationary Eng. & Firemen
_____ 952. - 959 Other Utility Workers

96 Other Amusement, Recreation & Motion Picture Occu.
_____ 960. Motion Picture Projectionists
_____ 961. - 970 Other Theatrical & Related Recreation Workers

97 Graphic Artwork Occu.

_____ 970 Brush, Spray, Pen Artists
_____ 971. Photoengravers
_____ 972. Lithographers
_____ 973. Hand Compositors & Typesetters
_____ 974. - 975. Electrotypers & Sterotypers
_____ 976. - 979. Other Graphic Art Workers

98 Broad Occupational Fields

_____ 980. Agricultural Workers
_____ 981. Apprentices
_____ 982. Atomic Energy Workers
_____ 983. Banking Industry Workers
_____ 984. Department Store Workers
_____ 985. Government Workers
_____ 986. Insurance Industry Workers

Students:

Recently you were asked to fill out a pre-questionnaire with regards to occupational areas or jobs in which you were interested. The reason for this was to help the guidance staff in planning a "Career Conference Day" which will be held for grades 8 - 12 on Tuesday, April 16, 1968.

The list of occupations has been narrowed to 25. From this list you are to pick 5 areas or jobs that you would like to explore or discuss with a consultant. Time will allow you to see 4 consultants; however, you are asked to pick 5 in case there is a conflict. Mark your first choice with a "1"; your second choice with a "2", etc.

Please return this sheet to the guidance office tomorrow. You will receive your schedule and further information concerning "Career Conference Day" at a later date.

____________________	______	____________________
Name	Grade	Homeroom Teacher

SELECTIONS

____ Secretarial, Steno & Typist

____ Nursing

____ Education

____ Engineers

____ Mathematicians

____ Athletes & Related Workers

____ Truck Drivers

____ Dietitians

____ Physicians & Surgeons

____ Musicians

____ Animal Farming

____ Forrestry Occupations

____ Home Economist

____ Hostesses, Stewards & Porters

____ Manicurists, Cosmetologists

____ Mechanics

____ Architects

____ Veterinarians

____ Designers

____ Lawyers

____ Welding

____ Writers, Editors

____ Airplane pilots, Navigators

____ Military Service

____ Policemen & Detectives

CAREER CONFERENCE
MINFORD HIGH SCHOOL
April 16, 1968

FORWARD

The basic purpose of this "Career Conference" is to inform students of various career opportunities. It is our feeling that this is a must if students are to make intelligent decisions concerning their future plans. It is our hope that this will be an educational experience for all our students and that the consultants will gain some insight with regard to the concerns of our young people whom they may one day look upon as employees.

Richard R. Howard
Eugene Risner

Schedule for the conference:

8:09 - 9:05	General Assembly in Gym. Keynote address by Mr. Meek
9:09 - 10:05	Session 1
10:09 - 11:05	Session 2
11:09 - 12:20	Regular classes and lunch. (Lunch for Consultants, Faculty, and Administration in Home Ec. room.)
12:24 - 1:20	Session 3
1:24 - 2:20	Session 4

Occupational Area	Consultant	Room
Animal Farming	Mr. John Mowbray County Ext. Agent	307
Architects	Mr. Dick Bassler Donaldson, Donaldson & Wittenmyer	310
Athletics	Mr. Harry Wienbreck Ohio University	308
Designers	Mr. Bob Newman Bob Newman & Assoc.	101
Dietitian	Sister Ronald Mercy Hospital	306
Education	Mr. Frank Taylor Assistant County Supt.	317
Engineering	Mr. Wm. M. Lewis Mr. Bill Trone Lewis & Assoc.	210
Forrestry Occu.	Mr. Clyde Heazlit County Farm Forrester	107
Home Economist	Miss Mary Jo Cobb Ohio Power Co.	201
Lawyers	Mr. Leonard Burkley County Legal Aid	301

Occupational Area	Consultant	Room
Manicurists, Cosmetologists	Miss Marie Heslep Portsmouth Beauty College	313
Mathematician	Mr. Forrest Colegrove Ohio University	309
Mechanics	Mr. Bob McLaughlin Fred Brown, Inc.	314
Military Service:	Sgt. C. Warren Air Force Recruiting Off.	303-304
	Petty Officer Linder Navy Recruiting Office	"
Musicians	Mr. Charles Reitz Reitz Music Center	311
Nursing	Sister Benedict Mrs. June Laack Mercy Hospital	315
Policemen, Detectives	Mr. Alvin F. Lau, F.B.I.	312
Secretarial, Steno & Typist	Miss O.M. Taylor County Supt. Office	202
Truck Drivers	Mr. Wm. J. Reinhardt Reinhardt Trucking Co.	305
Veterinarian	Dr. Donovan James State of Ohio	302
Welding	Mr. Wm. A. Sparrow Jackson Manpower Training	108

ACKNOWLEDGEMENTS

The Consultants

Mr. Harry R. Meek

The Minford High School Principal,
Mr. Clifford Jenkins

The Home Economics Department,
Mrs. Timmons, Miss Potter and their students.

The Lunch Room Staff.

The Art Department, Mrs. Dodson

NOTES:

STUDENT SCHEDULE FOR CAREER CONFERENCE

_________________________ __________ _____________________

Name Grade Homeroom

1st Period - Assembly

2nd Period - Session 1 _______________ Room ________

3rd Period - Session 2 _______________ Room ________

4th Period - Class and Lunch

5th Period - Session 3 _______________ Room ________

6th Period - Session 4 _______________ Room ________

APPENDIX B

DEVELOPING TEACHER READINESS
FOR ELEMENTARY GUIDANCE

GUIDANCE ACTIVITY CALENDAR

August

1. Study records of ~~all students~~; study teacher recommendations.
2. Check all failures from previous year.
3. Check summer school records against failures and make necessary schedule changes.
4. Record summer school grades of students.
5. Register and schedule new students
6. Attend organizational and planning meetings.
7. Send transfers and transcripts.
8. Receive and record transcripts.
9. Organize program for the year in general and program for the first week in particular.
10. Order college material.
11. Inventory and order N.D.E.A. materials.
12. Recheck schedule and classes.

September

1. Explain guidance services to staff members.
2. Make necessary schedule changes.
3. Provide orientation of new students.
4. Organize Guidance Committee.
5. Do follow-up of graduates and drop-outs.
6. Administer Ohio Survey tests to 4,6,8, and 10th grades.
7. Distribute information on ACT, and SAT to 12th graders.
8. Distribute information on PSAT to 11th graders.
9. Administer Reading Readiness Test to 1st grade.
10. Group guidance on methods of study.

October

1. Administer PSAT to 11th grade.
2. Present college information to 12th grade.
3. Adjust individual schedules where necessary.
4. Orientation of students to military services.
5. Interpret results of Reading Readiness Test.
6. Administer Kuder Pref. to 8th graders
7. Counsel failures for the 1st 6 weeks.

November

1. Administer I.Q. tests as needed to grades 3,7, and 9.
2. Provide for recording schedules on Kardexes.
3. Counsel on the Ohio Survey Test scores and record them.
4. Counsel failures for the second 6 weeks grading period.

December

1. Counsel on PSAT scores and record them.
2. Continue to counsel on the Ohio Survey Test results.

January

1. Do group counseling to F.T.A.; Those planning to enter college and technical schools.
2. Distribute information on the Nat. Merit.
3. Counsel failures for the 3rd 6 weeks grading period.

February

1. Intensify program of individual counseling concerning occupational educational information and interest.
2. Complete registration process for coming school year.
   - A. Distribute information to parents and students related to course offerings in the next grade.
   - B. Do group guidance relative to program of study.
   - C. Do individual guidance in making schedule for next year.
3. Administer the National Merit Scholarship Qualifying Test to college prep. 11th graders.

March

1. Visit and pre-register feeder schools.
2. Process and schedule for tests by the State Employment Office.
3. Preliminary District Scholarship Test.
4. Counsel on results of Nat. Merit Scholarship Q.T.
5. Counsel failures for the 4th grading period.

April

1. Assist scholarship committee in selection of scholarship winners.
2. Administer California Achievement test to 1st grade.
3. Discuss schedule changes for the coming year.
4. Counsel failures for the 5th grading period.

1. Assist in selection of recipients of senior honors.
2. Discuss schedule changes for the coming year.
3. Supply summer employment information.
4. Rank seniors for graduation.
5. List scholarship winners.
6. Make final plans for graduation.
7. Interpret results of the California Achievement test.
8. Final district scholarship test at Portsmouth.

June

1. Prepare all final transcripts.
2. Record yearly grades and attendance.
3. Make necessary schedule changes for following year.
4. Evaluate the guidance program.
5. Administer the GATB to oncoming 9th graders.
6. Counsel on GATB results.

CONTINUOUS DUTIES AND ACTIVITIES

1. Interviewing - scheduled and unscheduled.
2. Enrolling new students.
3. Withdrawing of students leaving school.
4. Sending transcripts and recommendations to colleges and other schools.
5. Filling out various forms on students for government agencies.
6. Attending county counselors and administrators meetings.
7. Reviewing report cards and counsel students related to grades.
8. Requesting individual tests where necessary.
9. Working with the Guidance Committee.
10. Making referrals to various agencies as needed.
11. Participating in committeework -- individual, school, and county wide.
12. Keeping all records up to date.
13. Conferring with parents, teachers, pupils.
14. Assisting teachers in general and specific areas related to student welfare and progress.
15. Disseminating information about job opportunitis, colleges, and scholarships.

RATING SCALE - VALUE OF NON-INSTRUCTIONAL HELPING PRINCIPLES AND PRACTICES

INSTRUCTIONS:

1. Please respond on the answer sheet to every item in the rating scale, even though some of the items may not necessarily apply to your grade level. Because a principle or practice is included in this rating scale, it does not necessarily imply it has value for pupils of all grade levels.

2. After reading each statement, circle the number on the answer sheet which most nearly describes the VALUE of the principle or practice in meeting the varying needs of pupils in YOUR grade and school in which you are teaching, even if you have not used this principle or practice.

3. This is not an evaluation of teachers or schools, but an effort to get the views of teachers on the value of certain non-instructional helping principles and practices.

NUMBERICAL VALUE AND DESCRIPTION OF THE RATING SCALE

1 - Little or no value

2 - Limited value

3 - Moderate value

4 - Substantial value

5 - Extensive value

PLACE ALL ANSWERS ON THE ANSWER SHEET

I. SECURING INFORMATION ABOUT PUPILS

1. Visiting the homes of pupils presenting special learning or behavior problems to understand better the total environment.

2. Visiting each child's home during the year to understand better his total environment.

3. Obtaining information about family relationships, attitudes, and values through parent interviews at school.

4. Administering intelligence (mental ability) tests to the group to get an idea of the expected level of scholastic performance for each child.

5. Administering achievement tests to the group to measure the scholastic progress or achievement level of each child.

6. Using such tools as self-rating scales, unfinished sentences or stories, and pictures as aids in discovering pupil aspirations, frustrations, home and school problems.

7. Using the standardized group test results for diagnostic purposes in the basic skills.

8. Using sociometric methods (peer acceptance ratings) to find children who are leaders and followers and those who are rejected or unchosen by others.

9. Testing new pupils transferring to the school without adequate ability and achievement test results.

10. Identifying through observations, records, or formal and informal tests pupil interests and values.

11. Identifying the children with physical handicaps and defects (speech, hearing, visual, etc.).

12. Identifying children with social and emotional problems, including the emotionally disturbed (aggesssive and withdrawn maladjustment).

13. Identifying the slow learners, including the mentally retarded.

14. Identifying the children who excel in the areas of leadership, scientific ability, fine arts (drama, arts, music, etc.), physical skills, and mechanical skills.

15. Identifying the potential dropouts.

16. Identifying the intellectually gifted children.

17. Using all available information in the cumulative record on each child in order to understand each child better.

II. PROVIDING INFORMATION TO PUPILS INDIVIDUALLY AND IN GROUPS

1. Providing an individual conference with each new child transferring into the school during the school year to acquaint him with the school rules and facilities.
2. Using orientation activities to acquaint all children with school purposes, rules, facilities, and services of staff members.
3. Orienting pupils to the next grade or school by group discussion or visits.
4. Discussing with the class the meaning of mental ability and achievement test results.
5. Interpreting to each individual pupil his achievement test results.
6. Relating the world of work to curriculum activities in a way that will help children develop the attitude that all honest occupations are worthy of respect.
7. Using such materials and activities as pictures, stories, songs, exhibits, speakers, and field trips to broaden children's perspective of the world of work.
8. Learning about the world of work by studying the work of persons in the home, community, state, nation, or world (depending upon grade level).
9. Helping children to relate their leisure-time activities to potential vocational interests and abilities.
10. Discussing with a class group their future educational interests and/or opportunities.
11. Discussing with a class group their future vocational interests and/or opportunities.
12. Providing personal and social information through books, discussions, films, etc., to encourage certain attitudes, feelings, and values concerning self growth and group living.
13. Using such means as hobby clubs, athletic programs, free reading periods, and art and music clubs to help children become interested in some leisure-time pursuit.

III. ASSISTING PUPILS AND PARENTS INDIVIDUALLY AND IN GROUPS.

1. Helping children who need them obtain glasses, hearing aids, clothes, food, or other essentials.
2. Providing individual conferences on a continuing basis for those children children presenting learning or personal adjustment problems involving attitudes and feelings about themselves.

3. Providing individual conferences for those children who show a willingness to discuss poor social relationships with others (peers and adults).

4. Holding individual conferences with emotionally disturbed children in order to be supportive and understanding.

5. Providing individual conferences for children with severe discipline problems.

6. Providing individual conferences to assist pupils in solving personal problems, making choices, and discussing values and plans.

7. Giving or making provisions for individual or small group instruction for children with difficulties in basic skill subjects.

8. Giving or making provisions for help in subject matter areas where the pupil excels or shows special interest.

9. Giving or making provisions for individual or small group work in subject areas for children who are emotionally and socially maladjusted.

10. Helping pupils recognize and understand their attitudes and feelings toward values in everyday life or matters concerning them.

11. Working on a regular basis with small groups of children who present attendance, behavior, or learning problems.

12. Using play activities and/or art work for tension release values with children in group sessions.

13. Conducting individual parent conferences to discuss the academia progress of the child in school.

14. Interpreting to individual parents their child's personal, social, and emotional development and discussing the family and school influence on the child's adjustment.

15. Conducting individual conferences with parents of exceptional children (gifted, slow learners, handicapped, etc.) to discuss personal needs, curriculum experiences, or possible referral.

16. Meeting with small groups of parents on a regular basis when they have children with similar problems and the parents wish help.

IV. WORKING WITH OTHER SCHOOL PERSONNEL, PARENTS, AND THE COMMUNITY.

1. Making referrals to or holding consultations with another member of the staff for further evaluation of a pupil's needs or problems and planning a preventive, developmental, or remedial course of action.

2. Discussing with staff members the basic concepts of child development and mental health as they relate to the teaching activities.

3. Providing learning experiences in which the child feels reasonably confident that he can accomplish what is expected of him.

4. Adjusting teaching methods and approaches so that appropriate attitudes, feelings, values, and appreciations are learned in the process of gaining knowledge and skills.

5. Serving the role of a team worker and resource person in the classroom in addition to the conventional role of information-giver.

6. Helping the child to view failure constructively through seeing what his mistakes are, why he is making them, and how he can overcome similar difficulties in the future.

7. Trying to assure each child that he is accepted by his teacher and his classmates.

8. Recognizing that personally and socially satisfying experiences of pupils tend to reinforce the learning of academic knowledge and skills.

9. Encouraging each pupil at his own level of development to share with his teacher the task of appraising his own progress in classroom and out-of-class situations.

10. Providing an appropriate balance of relaxation and activity to meet the needs of each child.

11. Sharing with pupils the jobs of selecting, planning, and evaluating learning experiences.

12. Providing satisfying emotional contact by gearing learning to the interests of children so that feelings arouse, sustain, and direct thinking.

13. Recognizing that children of the same chronological age are at different levels of readiness for a given learning experience.

14. Providing support for and faith in each child to encourage the development of a wholesome view of self.

Grade ____________ Regular Classroom Teacher or Special Teacher ______________________

ANSWER SHEET - VALUE OF NON-INSTRUCTIONAL HELPING PRINCIPLES AND PRACTICES

Numerical Value and Description of the Rating Scale

1 - LITTLE or NO value
2 - LIMITED value
3 - MODERATE value
4 - SUBSTANTIAL value
5 - EXTENSIVE value

Ideally the value of this principle or practice is (CIRCLE ONLY ONE).

I. Securing information about pupils.

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5
16.	1	2	3	4	5
17.	1	2	3	4	5

II. Providing information to pupils individually and in groups.

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5

III. Assisting pupils and parents individually and in groups.

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5
16.	1	2	3	4	5

IV. Working with other school personnel parents, and the community.

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5

V. Using principles of learning which have personal value and meaning to the pupils.

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5

APPENDIX C

DEVELOPING PARENT AND COMMUNITY READINESS FOR ELEMENTARY GUIDANCE

MINFORD LOCAL SCHOOLS

Eugene Risner, Counselor
Phone 779-3134

NOTIFICATION TO PARENTS REGARDING HEALTH EXAMINATIONS:

Date______________________________

DEAR PARENT:

As a regular part of our school health services a Visual
Hearing
Dental
____

examination was given ______________________________ There appears to be

evidence of ____

which needs further examination and advice. It would be advisable to take him/her to a physician/dentist of your choice.

When you visit your physician/dentist, take this letter with you so he may complete the lower half of the page. Please return it to us for your child's health record.

____
Guidance Counselor

Report of private physician or dentist:

Findings:

Recommendations:

____
Signed

____
Date

EUGENE RISNER
GUIDANCE DEPARTMENT
MINFORD LOCAL SCHOOLS

Introducing the Elementary Counselor

What are guidance services:

Guidance is a service for each student to assist in

- self understanding
- vocational exploration
- educational planning and placement
- personal growth
- peer group adjustment

Guidance services for each student are achieved through

- individual counseling
- group guidance
- testing
- information related to vocations and educational opportunities
- assistance to teachers and staff
- parent conferences
- work with community groups

Who is the Elementary Counselor?

Counselors must have

- teaching experience
- working experience (outside schools)
- a master's degree with training in
  - counseling
  - occupational and educational information
  - testing procedures
  - group guidance
  - psychology
  - child growth and development
  - school and community resources

How can guidance services be made effective?

make certain that teachers, parents, and children know what they can expect by way of service

call on the counselor for help when you need the special services he is trained to offer.

if you need help and are uncertain where to obtain it, the counselor may be able to assist you in finding the proper school or community agency

When do you use counseling?

Teachers may refer

any child who requests to see the counselor

pupils who need individual help beyond the time permitted in the classroom

students with learning difficulties

academically talented students

students having difficulty with social relationships

observed changed in behavior that cannot be accounted for by the teacher

children whose parents request counseling

children who are anti-social

Some situations in which counseling may be advisable.

A death in the family

A divorce or separation in the family

A family experiencing financial difficulties

Students moving to a new community

Students new to a school

Children who are entering a new or special learning situation

Those with daydreaming or withdrawal tendencies

Children who exhibit excessive aggressive behavior

Students, when parents or teachers request a conference that might involve parent-counselor, or parent-teacher-counselor, in some cases preliminary to a teacher-parent conference

Children in the custody of a governmental or other agency

Children from foster homes

When a teacher senses a mounting hostility between herself and a child

Children living with one natural parent and a step-parent

1. Guidelines for the Development of Guidance Services in the Elementary School.

A. Elementary school guidance services are initiated on the basis of the following procedures:

(1) A study of guidance needs at the elementary school level.

(2) The development of goals which meet the identified guidance needs and are within the general purposes of the total educational program.

(3) The establishment of services to achieve the goals, taking care not to duplicate those activities which are appropriately assigned to and effectively performed by other functioning services or staff.

B. Elementary school guidance services are planned to accomplish the following when need exists:

(1) Assist each pupil to acquire adequate and satisfying understanding of himself.

(2) Assist each pupil to progress in school achievement according to his ability and to think of school as a positive experience.

(3) Assist teachers and parents in clarifying the expectancies which they hold for each child.

(4) Assist each pupil to be accepted as a worthwhile person.

(5) Assist each pupil to understand and accept responsibility for his educational activities and interpersonal relationships.

(6) Identify needs of pupils which might be met by an addition to or adjustment of the school program.

(7) Help teachers to identify individual differences in pupils and to become aware of common characteristics of groups of pupils.

(8) Provide smooth articulation of students from one school level or program to another.

(9) Assist each pupil to obtain understandings and positive attitudes about the world of work.

C. Elementary school guidance services include:

(1) Activities which emphasize developmental and preventive functions.

(2) Services which are basically planned to provide for the individual and group guidance needs of all pupils in the elementary school.

(3) A system of cumulative guidance records for all pupils.

(4) Consultation with school staff members.

(5) An organized program of parent conferences.

(6) A coordinated testing program which has been developed in cooperation with the pupil appraisal service.

RATING SCALE - VALUE OF NON-INSTRUCTIONAL HELPING PRINCIPLES AND PRACTICES

INSTRUCTIONS:

1. Please respond on the answer sheet to every item in the rating scale, even though some of the items may not necessarily apply to your grade level. Because a principle or practice is included in this rating scale, it does not necessarily imply it has value for pupils of all grade levels.

2. After reading each statement, circle the number on the answer sheet which most nearly describes the VALUE of the principle or practice in meeting the varying needs of pupils in YOUR grade and school in which you are teaching, even if you have not used this principle or practice.

3. This is not an evaluation of teachers or schools, but an effort to get the views of teachers on the value of certain non-instructional helping principles and practices.

NUMBERICAL VALUE AND DESCRIPTION OF THE RATING SCALE

1 - Little or no value

2 - Limited value

3 - Moderate value

4 - Substantial value

5 - Extensive value

PARENT RATING SCALE - VALUE OF NON-INSTRUCTIONAL HELPING PRINCIPLES AND PRACTICES.

I. SECURING INFORMATION ABOUT PUPILS:

1. Visiting each child's home during the year to better understand the child.
2. Gathering information about family relationships, attitudes, and values through parent interviews at school.
3. Giving tests to the group to get an idea of the I.Q. and expected level of success in the school life of each child, including all new students.
4. Using such tools as self-rating scales, unfinished sentences or stories, and pictures as aids in discovering goals, failures, home and school problems of the pupil.
5. Using questionnaires (group acceptance rating) to find children who are leaders and followers and those who are rejected or unchosen by others.
6. Try to find out pupil's interest and values by watching and testing the child.
7. Finding the children with sight, hearing or speech problems and help them get necessary aid.
8. Finding children who are unusually shy, quiet, upset, or bullying.
9. Finding students who have special learning problems, and provide special help for them.
10. Try to find the special talent of each child and provide programs for developing these talents.
11. Finding the child who may not graduate from high school.
12. Using all available information in the school record of each child in order to understand each child better.

II. PROVIDING INFORMATION TO PUPILS INDIVIDUALLY AND IN GROUPS:

1. Talking with each new child to help him learn about his new school.
2. Getting pupils prepared for the next school year by having group discussions or visits.
3. Discussing with the students, the difference between tests measuring what he can learn and tests measuring what he has learned.
4. Teaching children that all honest occupations should be respected.
5. Using such materials and activities as pictures, stories, songs, exhibits, speakers, and field trips to broaden children's views of the world of work.
6. Learning about the world of work by studying the work of persons in the home, community, state, nation, or world (depending upon grade level).

7. Helping children to relate their free-time activities toward job interests and abilities.

8. Discussing with a class group their future educational interests and/or opportunities.

9. Discussing with a class group their future educational or occupational interests and/or opportunities.

10. Using such means as hobby clubs, athletic programs, free reading periods, and art and music clubs to help children spend their free time wisely.

III. ASSISTING PUPILS AND PARENTS INDIVIDUALLY AND IN GROUPS:

1. Providing individual conferences on a continuing basis for those children presenting learning or personal adjustments problems involving attitudes and feelings about themselves.

2. Helping pupils recognize and understand their attitudes and feelings toward values in everyday life or matters concerning them.

3. Working on a regular schedule with small groups of children who are not attending regularly, or have behavior problems, or learning problems.

4. Using games, art work, and music in classwork to help children relax.

5. Having meetings with parents to discuss his child's progress, including his personal, social and emotional development.

6. Discuss with parent the effect of home and school on the child's life.

7. Meeting with small groups of parents on a regular basis when they have children with same problems and the parents wish help.

IV. WORKING WITH OTHER SCHOOL PERSONNEL, PARENTS, AND THE COMMUNITY:

1. Meeting with other parents and teachers to get acquainted and to better understand the school program.

2. Making suggestions of outside help available for children whose problems cannot be cared for by the school.

3. Assisting parents to use community agencies and community resources for remedial or developmental activities.

4. Working with local leaders, welfare, and community organizations interested in helping children and providing for their needs and problems.

5. Studying the social and economic conditions of the community which is served by the school.

6. Studying the social values of the community served by the school in regard to discipline, attitudes, and parent relationships in child care.

V. USING PRINCIPLES OF LEARNING WHICH HAVE PERSONAL VALUE AND MEANING TO THE CHILD:

1. Being able as a teacher to understand differences in students day to day behavior.
2. Recognizing that all children need help in a variety of adjustment problems in the normal course of growing up.
3. Helping the child learn what is involved in facing and solving a problem, telling him of the resources available for its solution, and persuading him to utilize these resources wisely.
4. Providing learning experiences in which the child feels reasonable confident that he can accomplish what is expected of him.
5. Adjusting teaching methods and approaches so that appropriate attitudes, feelings, values, and appreciations are learned in addition to gaining knowledge and skills.
6. Helping the child to view failure constructively through seeing what his mistakes are, why he is making them, and how he can overcome the same difficulties in the future.
7. Trying to assure each child that he is accepted by his teacher and his classmates.
8. Realizing a child's feeling of acceptance is important to his learning.
9. Encouraging each pupil at his own level of development to share with his teacher the task of appraising his own school work.
10. Provide a balance of relaxation and activity to meet the needs of each child.
11. Sharing with pupils the jobs of selecting, planning, and evaluating learning experiences.
12. Providing satisfying emotional content by gearing learning to the interests of children so that feelings arouse, sustain, and direct thinking.
13. Recovnizing that children of the same age are at different levels of readiness for a given learning experience.
14. Providing support for and faith in each child to encourage the development of a wholesome view of self.

ANSWER SHEET - VALUE OF NON-INSTRUCTIONAL HELPING PRINCIPLES AND PRACTICES

Numerical Value and Description of the Rating Scale

1 - LITTLE or NO Value
2 - LIMITED value
3 - MODERATE value
4 - SUBSTANTIAL value
5 - EXTENSIVE value

Ideally the value of this principle or practice is (CIRCLE ONLY ONE).

I. Securing information about pupils.

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5

II. Providing information to pupils individually and in groups.

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5

III. Assisting pupils and parents individually and in groups.

1

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5

IV. Working with other school personnel parents, and the community.

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5

V. Using principles of learning which have personal value and meaning to the pupils.

1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5

APPENDIX D

IDENTIFYING THE POTENTIAL DROPOUT

To: Elementary Teachers

From: Eugene Risner

The dropout problem is of great severity in our area, and seems not to be improving greatly. As educators, we feel it our responsibility to convince our students that a high school education is of great importance. We would like them to get a respectable job and become tax paying citizens instead of tax receiving citizens.

Before we can help the potential drop-out, we must know who he is. This sheet has been prepared by our six-teacher guidance committee. All information found on the sheet is based on findings of research. Although the material is aimed at 4th grade, only few adjustments need be made to make it applicable to all elementary grades. It is suggested that all teachers carefully look at their class to see what students may be in greatest danger of becoming a drop-out. Some of the 15 characteristics are more heavily weighted than others. This can be explained if you wish.

It is suggested to list all boys on one sheet and all girls on the other sheet. It also is suggested that you consider each characteristic for all students before going to the next characteristic. In other words, write the names, then go down the column instead of across the page. The fourth grades are the only ones asked to bring the sheets to me, however, I would appreciate seeing the other sheets when they are completed.

																Approx. 1 year or more below grade level in reading or math at 4th grade level.
																Failure of one or more school years.
																Irregular attendance and frequent tardiness.
																Performance consistantly below potential.
																No participation in classroom & playground activities.
																Frequent change of schools (2 or more).
																A "discipline" problem.
																Feeling of not belonging or fitting in.
																Difficulty relating to authority figure. (parents or teachers)
																Unhappy family situation.
																Father figure weak or absent.
																Seeks association with others, who find themselves in the same position.
																Needs immediate satisfaction of needs or goals.
																Weak self-image.
																Is ignored or actively rejected by peers.

RATING MANUAL

FOR

METHODS IN HUMAN DEVELOPMENT

BY

HAROLD BESSELL AND UVALDO H. PALOMARES

REVISED

BY

J. MELVIN WITMER
OHIO UNIVERSITY
March, 1968

THE WAY I FEEL ABOUT MYSELF

NAME ____

AGE ______________________ BOY OR GIRL ________________

GRADE _____________________ SCHOOL ____________________

DATE ______________________

Write here the number of brothers and sisters you have who are older than you are. __________

Write here the number of brothers and sisters who are younger than you are. __________

Ellen V. Piers and Dale B. Harris
The Pennsylvania State University

For Research Use Only

Revised January, 1968
Joanne Hugo and J. Melvin Witmer
Ohio University

Here are a set of statements. Some of them are true of you and so you will circle the UES. Some are not true of you and so you will circle NO. Answer every question even if some are hard to decide. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me. YES NO
2. I am a happy person. YES NO
3. It is hard for me to make friends. YES NO
4. I am often sad. YES NO
5. I am smart. YES NO
6. I am shy. YES NO
7. I get nervous when the teacher calls on me. YES NO
8. My looks bother me. YES NO
9. When I grow up I will be an important person. YES NO
10. I get worried when we have tests at school. YES NO
11. I am well liked by others. YES NO
12. I am well behaved in school. YES NO
13. It is usually my fault when something goes wrong. YES NO
14. I cause trouble to my family. YES NO
15. I am strong. YES NO
16. I have good ideas. YES NO
17. I am an important member of my family. YES NO
18. I like being the way I am. YES NO
19. I am good at making things with my hands. YES NO
20. I give up easily. YES NO
21. I am good in my schoolwork. YES NO
22. I do many bad things. YES NO
23. I can draw well. YES NO
24. I am good in music. YES NO
25. I behave badly at home. YES NO
26. I am slow in finishing my schoolwork. YES NO
27. I am an important member of my class. YES NO
28. I am nervous. YES NO
29. I have pretty eyes. YES NO
30. I can give a good report in front of the class. YES NO
31. In school I like to think about other things when I am supposed to be doing my work. YES NO

32. I pick on my brother and sister. YES NO
33. My friends like my ideas. YES NO
34. I often get into trouble. YES NO
35. I am disobedient at home. YES NO
36. Good things often happen to me. YES NO
37. I worry a lot. YES NO
38. My parents expect too much of me. YES NO
39. I usually want my own way. YES NO
40. I feel left out of things. YES NO
41. I have nice hair. YES NO
42. I often volunteer in school. YES NO
43. I have a pleasant face. YES NO
44. I sleep well at night. YES NO
45. I hate school. YES NO
46. I am among the last to be chosen for games. YES NO
47. I am sick a lot. YES NO
48. I am often mean to other people. YES NO
49. My classmates in school think I have good ideas. YES NO
50. I am unhappy. YES NO
51. I have many friends. YES NO
52. I am cheerful. YES NO
53. I am dumb about most things. YES NO
54. I am goodlooking. YES NO
55. I have lots of energy. YES NO
56. I get into a lot of fights. YES NO
57. I am well liked by boys. YES NO
58. People pick on me. YES NO
59. My family is diasppointed in me. YES NO
60. I wish I were different. YES NO
61. When I try to make something everything goes wrong. YES NO
62. I am picked on at home. YES NO
63. I am a leader in games and sports. YES NO
64. I am clumsy. YES NO
65. In games and sports I watch instead of play. YES NO
66. I forget what I learn. YES NO
67. I am easy to get along with. YES NO
68. I lose my temper easily. YES NO
69. I am well liked by girls. YES NO
70. I am a good reader. YES NO

71. I would rather work alone than in a group. YES NO
72. I dislike my brother (sister). YES NO
73. I have a bad figure. YES NO
74. I am often afraid. YES No
75. I am always dropping or breaking things. YES NO
76. I cry easily. YES NO
77. I am different from other people. YES NO
78. I think bad thoughts. YES NO
79. I can be trusted. YES NO
80. I am a good person. YES NO

Sociometric Inventory:

1. If you could work with any persons in this classroom, with what two persons would you rather work?

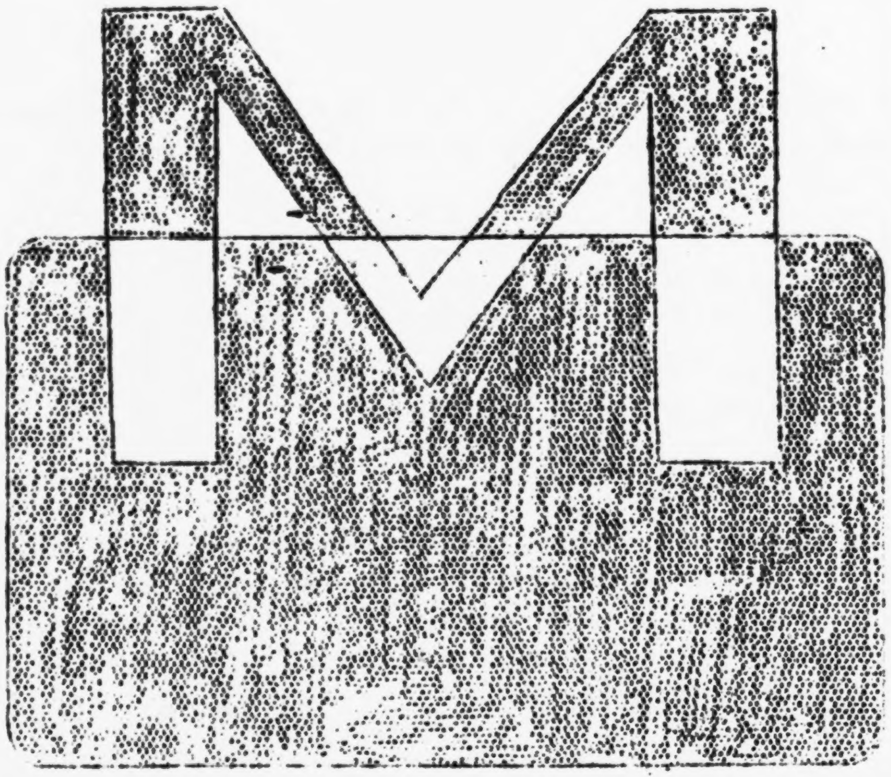
2. If you were to work in groups in this classroom, what two persons would you not want in the group?

3. If your teacher were absent from school and a student from this classroom were to teach the class, who would you want it to be?

The Ohio Survey Tests

Student Name ______________________

Grade ___________



The Ohio Survey Tests take a small sample from a large field of subject matter content and provide some measure of a student's achievement and ability. Just as a housewife tests a small portion of food she is preparing to determine whether or not the entire mixture is properly seasoned, so the testmaker selects from an entire subject area a limited number of items with which to test a student's performance.

The tests are administered under the same conditions for all students, thus the scores made by an individual may be compared to the scores attained by the group. The Ohio Survey Tests make it possible to explore basic areas of a student's educational growth in comparison to the group. Three of the tests yield achievement scores in reading, mathematics, and english expression, while the fourth test measures verbal and mathematical ability.

ACADEMIC ABILITY

Verbal:	Indicates your ability to understand the relationship between words and how to use them properly.
Math:	Indicates your ability to understand the relationship between different mathematical values and how to use them properly.
Total:	Summarizes your ability to understand words and mathematical concepts and indicates potential to do schoolwork.

ACHIEVEMENT

Reading:	Indicates how well you have learned to read and understand different types of reading materials.
English Expression:	Indicates how well you spell, recognize correct ways to express ideas, to use good grammar, and to use capital letters and punctuation marks properly.
Math:	Indicates how well you perform certain mathematical operations and work problems.

The percentile is the score which tells how well you compare with other students in your grade who took the Ohio Survey Tests. This score tells how many students scored below you. If your score on one test is 33, for example, that means that you scored higher than 33 per-cent (better than 33 out of 100) of the students in the group with whom you are being compared.

OHIO SURVEY TESTS

STUDENT PROFILE SHEET

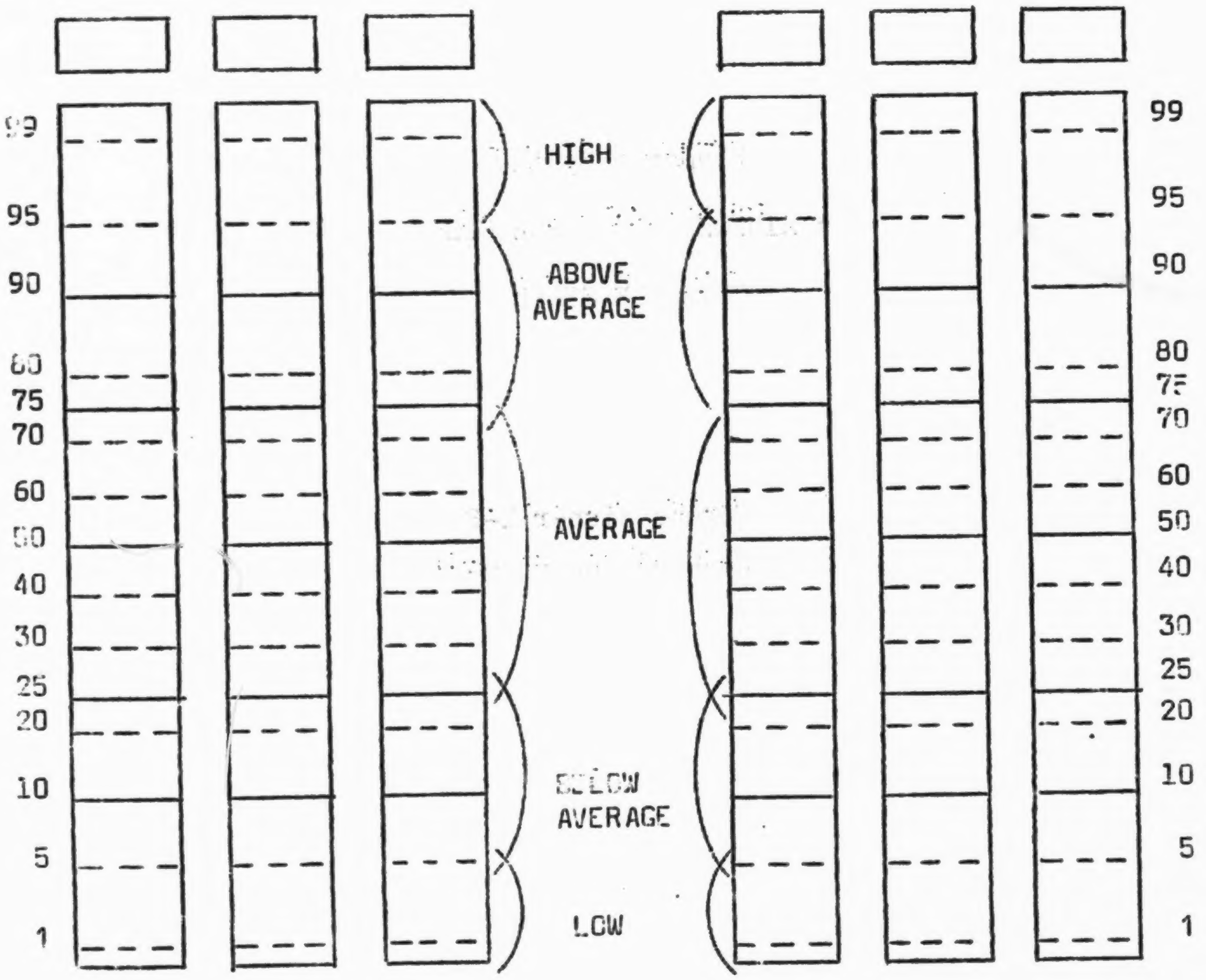
Percentile Form

Name ______________________________ Grade __________

Date of Test ________________________ Norm Group __________

ACADEMIC ABILITY — Verbal, Math, Total Ability — Percentiles

ACHIEVEMENT — Reading, Eng Exp, Math — Percentiles


99
95
90
80
75
70
60
50
40
30
25
20
10
5
1
HIGH
ABOVE AVERAGE
AVERAGE
BELOW AVERAGE
LOW

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